

Rowner Junior School

Inspection report

Unique reference number	116167
Local authority	Hampshire
Inspection number	401567
Inspection dates	12–13 July 2012
Lead inspector	Ted Wheatley

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	184
Appropriate authority	The governing body
Chair	Jane Erricker
Headteacher	Sarah-Jane Gillespie
Date of previous school inspection	26–27 November 2009
School address	Tichborne Way Rowner Gosport PO13 0BN
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Age group	7–11
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Introduction

Inspection team

Ted Wheatley

Additional inspector

Patricia MacLachlan

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed eight teachers and visited 24 lessons or parts of lessons. Meetings were held with staff, members of the governing body and pupils, and inspectors spoke to parents and carers bringing their children to school. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work and looked at achievement information, development planning and self-evaluation records. They took into account responses to 25 parental questionnaires and also questionnaires completed by pupils and staff.

Information about the school

Rowner Junior is a smaller-than-average school. Pupils come from mainly White British backgrounds. A very small proportion of pupils speak English as an additional language, but none is at the early stages of learning English. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils supported by school action plus is broadly average, and a very small number of pupils have statements of special educational needs. An average proportion of pupils leaves or join the school other than at the usual times during the year, mostly from armed forces families. The school meets the current floor standards, which set the minimum standards expected by the government. An independently managed and run breakfast club operates on the school site. This provision was not included in this inspection.

The headteacher took up post in September 2011. Several staff have left since then, and there are plans for new staff to join the school in September 2012.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- Rowner Junior is a satisfactory school. It is not yet good because, while teaching is improving, it is not consistently challenging or fast enough paced. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit before their next section 5 inspection.
- Pupils' attainment is broadly average by the end of Year 6 and is rising. Pupils' progress is satisfactory and improving. Pupils have satisfactory reading and mental calculation skills. Their writing does not make sufficient use of complex sentences and their handwriting and letter formation are not always good enough. Pupils do not show clearly how they work out mathematical calculations, which hinders their attainment.
- Teaching is satisfactory and improving. Lessons are well planned and pupils generally enjoy learning. Sometimes work is not matched to pupils' learning needs, and occasionally teachers talk for too long before settling pupils to their own work. Pupils do not always follow the advice teachers give in their marking and some pupils do not know the next steps in their learning. Teachers do not consistently ensure that pupils check that they spell accurately. Occasionally questioning does not involve all pupils in discussion.
- Behaviour is satisfactory and often better in lessons where their attitudes to learning are good; pupils' attention wanders when teaching is slow. Improved supervision is leading to better behaviour at lunchtime and playtime. Bullying is rare. Good care ensures pupils are safe. Pupils' attendance is above average.
- Leaders have an accurate view of the school's strengths and weaknesses, and have laid secure foundations to help drive up attainment and improve progress. Their management of school performance is satisfactory. They have eliminated inadequate teaching and are leading teaching effectively. Extensive support and training is improving teaching and providing subject leaders with the expertise they need to manage and lead improvements.

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What does the school need to do to improve further?

- Raise attainment by July 2013, by ensuring that pupils:
 - use complex sentence structures regularly in their writing to explain their understanding and ideas
 - improve the neatness of their handwriting and accuracy of letter formation
 - clearly show how they carry out mathematical calculations.

- Improve the quality of teaching to that of the best seen, by Easter 2013, by ensuring:
 - work is matched to the learning needs of all pupils
 - teachers reduce the time they spend talking so that pupils can settle to their own work quickly
 - questioning involves all pupils in discussions so that their attention and interest are sustained
 - teachers check that pupils know their targets and that they follow guidance given in teachers' marking
 - teachers encourage pupils to check that they spell accurately.

Main report

Achievement of pupils

Attainment fell in recent years and, while progress had started to improve by 2011, the improvement was slow, especially in writing. With new teachers and a concentrated effort to improve standards in writing, attainment is improving. It is now average by the end of Year 6, and a broadly average proportion of pupils reach the higher Level 5, which is an improvement on recent years. Pupils throughout the school read competently and attain average levels by the end of Year 6. Most pupils use phonic approaches (sounds that letters make) competently to help them read new or unfamiliar words. A small number struggle with the phonic approach, but this is reducing rapidly with the impact of successful strategies to give pupils the phonic skills they need to read well. Pupils have a satisfactory vocabulary. Many pupils have a good grasp of how to construct complex sentences to explain what they want to say, but some do not, and these pupils do not clearly express their ideas and understanding in a fluent enough manner in their writing for their age. In addition, some pupils do not write neatly or form their letters accurately enough. Pupils have secure mathematical skills and the school's mathematics calculation policy is helping steer the drive to improve attainment. Most pupils lay out calculations clearly in their exercise books. However, some do not, so it is not clear how these pupils have carried out calculations and there is insufficient detail for them to use to check how they have solved problems. Nevertheless, pupils apply their mathematical skills competently in mathematical investigations.

Pupils make satisfactory progress from broadly average starting points. In some lessons, pupils' progress is good and occasionally outstanding. For example, in a lesson on presenting data about the performance of several nations in past Olympic

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games, pupils made decisions about the most important pieces of information, simplified complex numerical information and then successfully presented it in different graphical formats. The most-able pupils dealt with several apparently conflicting sets of information extremely well and less-able pupils deciphered the meaning of simpler information successfully. All pupils could clearly explain the meaning of the graphs they had produced and made excellent progress. They worked confidently, independently and, when they needed to, collaborated exceptionally well on interpreting the data and checking the accuracy of each other's work. This made a significant contribution to their social and moral development. However, in other classes, pupils do not make similar levels of progress, because they are not sufficiently challenged in their learning or do not have the time to deal with problems in such depth.

Disabled pupils and those with special educational needs learn effectively and make satisfactory and improving progress. They are well supported by staff and, when they work independently, this contributes successfully to their improving confidence and progress. The pupils joining the school during the year make satisfactory and improving progress. Teachers identify and address their specific needs, and use increasingly effective strategies to help them settle into their classes.

Parents and carers are satisfied with the progress their children make and some say that they can see the rate of progress increasing because of recent improvements.

Quality of teaching

Teaching is generally satisfactory. Teachers organise their lessons well so that most pupils enjoy learning. The teaching of phonics is satisfactory and improving. In the best lessons, learning is fast and pupils become thoroughly involved in what they are doing. For example, in an English lesson on persuasive writing, pupils were set the challenging task of writing a letter to explain to the teacher why he or she, rather than anyone else, deserved the box of chocolates the teacher had bought. The teacher provided many prompts of the kind of sentence structures needed, questioned pupils about the words and phrases they used, and monitored the work of the whole class well. Pupils of all abilities were well supported, their learning was good and they really enjoyed the activity. They were encouraged to be as honest as they could in describing their personal qualities, to make decisions about what they wrote themselves and to work with other pupils where possible. This contributed successfully to their social, moral and cultural development.

Sometimes, in other classes, teaching does not engage all pupils so effectively in learning because tasks are not so challenging. Occasionally, teachers talk for too long before settling pupils to work and question them in such a way that too few pupils are involved in discussions. In these instances, pupils' attention sometimes wanders. Marking is usually detailed with clear directions, which most pupils follow, on how to improve their work. However, sometimes teachers do not check that pupils follow the advice they give or make sure that they know their learning targets. Teachers do not consistently ensure that pupils spell accurately. Literacy, numeracy

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and computer activities are well established in most subjects, and help to drive up attainment in English and mathematics.

Teachers use topical events to arouse pupils' enthusiasm. For example, using the Olympic Games as a theme in most subjects has caught pupils' imagination and encouraged their efforts at learning. The teaching of disabled pupils and those with special educational needs, and of those arriving during the school year, is satisfactory and improving. Their needs are now identified accurately and, consequently, support is increasingly well matched to these pupils' specific learning needs.

Parents and carers are generally pleased with teaching, although a few say that teaching does not always meet their children's needs. Inspectors confirm that sometimes this is true.

Behaviour and safety of pupils

Most pupils enjoy school and behave well, although the attention of a small number of pupils wanders in lessons when they are not involved enough in learning. Around the school, particularly at lunchtime and during playtime, pupils' behaviour is typically satisfactory. Parents and carers feel that their children are safe, but some are concerned that occasional behaviour, in the playgrounds and in lessons, is unacceptable. Inspectors found that recent zoning of the playground for particular activities, and increased supervision, are leading to improved behaviour. They also found that the school has effective strategies to deal with unacceptable behaviour and that poor behaviour rarely interrupts learning. Pupils, and parents and carers, say that bullying is rare and that it is dealt with well. Pupils know about different forms of bullying and know how to stay safe. The school takes good care of its pupils, and provides effective support for pupils and families, especially those whose circumstances may make them vulnerable. Procedures to improve attendance are effective.

Leadership and management

The new headteacher provides very clear direction for improvement and she is well supported by staff. Leaders have accurately identified the school's weaknesses and have acted quickly in dealing with them. Performance management is effective. Inadequate teaching has been eliminated and teachers are provided with comprehensive professional development to help them improve on satisfactory teaching. Appointments to key leadership posts have been made and training is being provided to ensure that new staff have the necessary skills to help drive improvements. Achievement is improving, although at an early stage. The gap between the progress made by different groups of pupils, notably between the most able pupils and others, has narrowed. The governing body, under new leadership and with new members, has some gaps in expertise, so members are undergoing training to ensure that they can support the school and provide effective challenge for the headteacher. Safeguarding requirements are met, and the school promotes

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equality and deals with all forms of discrimination well. Given the early signs of improvements and the firm foundations laid on which to build, the school's capacity to sustain further improvement is sound.

Parents and carers support the school, and recognise that improvements are in their early days. They welcome the improvement in communications, shown, for example, in their high level of attendance at a meeting to find out how reading is taught. Further meetings are planned with the intention of involving as many families as possible. The curriculum is well managed with a focus, not only on improving pupils' basic skills, but also on providing activities to encourage pupils' enthusiasm for learning. Pupils' spiritual development is secure, with particular strengths in promoting and securing their social, moral and cultural development through encouraging good working relationships, tolerance and consideration for each other.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.

16 July 2012

Dear Pupils



Inspection of Rowner Junior School, Gosport, PO13 0BN

Thank you for welcoming us so warmly when we inspected your school and for sharing your views with us. We think your school is satisfactory and improving, and that you make satisfactory progress.

The following things are particular strengths of your school.

- Teaching is sometimes good and occasionally excellent. The school provides a wide range of activities to help you enjoy learning.
- The staff and governing body know what the school needs to do to improve and are making changes to ensure improvements continue.
- Most of you behave well, know about the different forms of bullying and say that when rare incidents of bullying do happen, they are dealt with well.
- Your attendance is above average.
- The school takes good care of you.

In order for the school to continue to improve, we have asked your teachers to do several things.

- Help you to improve the quality of your sentence writing.
- Help you to improve your handwriting and how to form your letters properly.
- Make sure you show clearly in your work how you carry out calculations.
- Make sure work is always challenging.
- Make sure you settle to your own work quickly.
- Provide more opportunities for you to answer questions and join in discussions.
- Check that you know what your learning targets are and that you carry out any advice teachers give when they mark your work.
- Give you opportunities to check that you always spell accurately.

All of you can help by writing neatly, spelling accurately, showing working-out for calculations and by telling teachers if you find work too easy. Also, make sure you know your targets and carry out advice you receive on how to improve your work.

Yours sincerely

Ted Wheatley
Lead inspector

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