

Rowner Junior School

Tichborne Way, Rowner, Gosport, Hampshire PO13 0BN

Inspection dates

9–10 May 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- The many staffing changes since the last inspection have contributed towards an inconsistent quality of teaching, learning and assessment.
- Pupils make variable progress across the school, particularly in mathematics, where leaders have had less impact on developing teachers' subject knowledge.
- Leaders have only recently begun to track pupils' progress from their starting points. Their monitoring lacks the fine detail required to inform the support needed to provide precise improvements to teaching.
- Leaders and governors do not routinely ensure that they evaluate the impact of their work on pupils' progress.
- Teachers do not consistently assess pupils carefully enough to adapt learning activities to enable them to meet the needs of all pupils.
- In mathematics, learning activities are not sufficiently well matched to pupils' needs in order to deepen their understanding.
- Pupils with low attainment, and especially those who fall behind, are not consistently helped to do as well as they can to catch up in their work.
- The school's most successful teaching and learning are not shared widely enough to support improvements to the quality of teaching across the school.

The school has the following strengths

- The school's improvement planning has recently moved in the right direction. The headteacher is well supported and improvement actions are gathering momentum, particularly in reading and writing. Teachers are enthusiastic about implementing strategies that enhance pupils' learning.
- Caring and mutually respectful relationships are at the heart of the school's work. Parents and carers value the way in which all staff go out of their way to understand and nurture the pupils.
- Pupils behave well in lessons and around the school. They are polite and thoughtful, and have positive attitudes towards their learning.
- Leaders and governors implement a strong culture of safeguarding. They do all they can to ensure that pupils feel safe.
- Leaders and governors are responding to a recent review of the school's pupil premium funding. In particular, they are ensuring that teaching and learning are effective for the most able disadvantaged pupils.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management at all levels of the school by:
 - refining the use of pupils' progress information to focus precisely on the next steps that will improve teaching and learning
 - deepening the school's focus on the progress of pupils with low attainment, including those who need to catch up
 - ensuring that all leaders evaluate the impact of their improvement actions on pupils' progress
 - strengthening the leadership of mathematics.
- Improve the quality of teaching and learning across the school, so that it is at least good, by:
 - ensuring that teachers match learning activities to meet the needs and abilities of all pupils, particularly for pupils who fall behind and need to catch up on their learning
 - providing pupils with the opportunities to secure and deepen their mathematical understanding
 - building upon recent improvements to teaching and learning in English
 - sharing the school's most effective classroom practice more widely.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- In recent years, there has been a slow pace to the school's development. There is greater urgency this academic year, resulting in more rapid improvements to the quality of teaching and learning. However, too many inconsistencies remain across subjects and year groups, and for pupils who have different starting points.
- The headteacher and pupil premium leader understand the school's strengths and weaknesses well. Leaders below them do not have the same shared understanding. They are enthusiastic and want to do their best but some are not sufficiently clear about their responsibilities. Leadership is stronger in some subjects and areas than in others. It has been inconsistent over time in mathematics.
- Some middle- and subject-leader roles are underdeveloped. Leaders benefit from attending local networks of professional support, where they develop expertise. However, middle leaders have not checked on the quality of teaching and learning carefully enough to support the precise next steps that improve teaching in all classes. Nor have they evaluated the impact of their work on raising standards.
- Leaders have only recently begun to focus on pupils' progress from their prior achievement in each of the different subjects. The school's monitoring of pupils' progress is developing through the use of a new tracking tool. However, leaders lack the fine attention to detail that helps to analyse the reasons behind some of the differences in achievement and put corrective actions into place.
- Leaders and governors allocate a high level of funding to support pupils who have special educational needs (SEN) and/or disabilities. A range of additional teaching takes place outside of the classroom, as well as support within the classroom. Leaders do not monitor carefully enough the effectiveness of this provision on pupils' learning across the full range of subjects.
- During the autumn term of 2017, leaders requested an external pupil premium review to help them make better use of the additional funding to help improve achievement for disadvantaged pupils. Both the new role of pupil premium leader and the school's current action plan have led to a sharpening of the school's focus on diminishing the gaps between disadvantaged pupils and their peers. Monitoring information shows that the most able disadvantaged pupils, and those of average ability, are achieving at least in line with their classmates.
- A well-motivated staff team supports the headteacher's clear vision for the school's future. All staff are proud to work at the school. Teachers and support staff welcome the professional training they receive because it helps them to improve their practice. Their training has been particularly effective in supporting classroom management and pupils' behaviour.
- The wider curriculum subjects are grouped together, which promotes links between them whenever possible. Pupils learn to be creative through an approach that aims to respond to questions that invite discovery, such as 'Are all other coastal towns like Gosport?'
- The curriculum provides many enriching opportunities, including exciting trips and

residential experiences. A sleepover at the top of the Spinnaker Tower proved to be especially memorable as part of the school's provision for its many service children. The curriculum is enhanced by a range of clubs and opportunities for pupils to develop skills, such as the recent Rock Challenge, in which the school was a finalist.

- Additional funding for sport is used effectively. Specialist sports coaches lead pupils' physical education lessons and develop teachers' skills. Each year group enjoys the experience of an unusual sport such as rock climbing or ice skating.
- Parents support their school and recognise the strong contribution it makes to their children's well-being. Foster carers praise the way in which the school warmly welcomes children looked after. Leaders work collaboratively with carers and social care professionals to understand and meet needs.
- Leaders actively promote pupils' spiritual, moral, social and cultural development through embedded opportunities in the school's everyday routines. Pupils are aware of diversity and the need to treat others as equals. They learn about fundamental British values through the curriculum and in assemblies, and they are encouraged to make links with real-life examples. For example, Year 6 pupils reflected thoughtfully about a country where the population does not currently enjoy individual liberty.

Governance of the school

- The chair of governors knows the school well and is realistic about the school's strengths and areas for development. The governing body currently has some gaps in membership and expertise. Wisely, it has reformed to take these changes into account so that all governors develop skills across all areas of responsibility.
- Governors carry out their safeguarding responsibilities effectively. They ensure that the school makes necessary recruitment checks and they consider site security, identifying ways in which it can be enhanced.
- An autumn-term training session has helped governors to ask purposeful questions of their leaders and to hold them to account for raising standards. Governors have increased the checks they make to ensure that leaders improve the achievement of disadvantaged pupils through effective use of the school's additional funding. A link governor has started to meet the pupil premium leader regularly to discuss the impact of the school's strategy on pupils' progress.
- Governors do not follow through their checks with enough challenge to leaders. They have developed constructive future plans to improve this aspect of their role. The governing body has identified support to develop the skills to challenge the headteacher more effectively.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders, governors and all staff work as a team to ensure that they keep pupils safe from harm. The school has clear safeguarding procedures and policies in place that everyone understands.
- Leaders are committed to the belief that all adults who work in the school should be

trained from the day they start at the school so that everyone can recognise and report signs of abuse or concerns about a pupil's welfare. The designated safeguarding lead or one of the deputy safeguarding leads is always available to provide additional expertise. These leaders ensure that staff are regularly updated about all aspects of safeguarding.

- There are many pupils whose safety and well-being require careful monitoring, and this is diligently carried out. Leaders are dedicated to providing support to pupils and their families. They readily seek early support from other agencies when necessary and work well with them to provide the additional support that the more vulnerable pupils may need.
- Strong relationships are at the core of the school's approach to pupils' welfare. Pupils say that they can easily talk to an adult if they have any concerns because adults listen to them and respond swiftly and thoughtfully.
- Pupils say that school feels a safe place to be, and their parents agree. They are carefully supervised at all times of the school day, and the site is secure. Pupils learn how to keep themselves safe both within school and the wider community and when they use the internet.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching is too variable across the school. Although it is improving, especially in English, teachers do not use their assessments of pupils' learning as a matter of course to plan precisely to meet pupils' differing needs. As a result, lesson time is not always well used to ensure that all pupils make equally good progress from their starting points.
- Teachers sometimes give pupils tasks that are too easy, or move pupils on to new work before they have fully understood the previous steps. Pupils' workbooks show that sometimes they work for too long without having a deeper level of challenge. Pupils with low attainment are provided for less well than pupils with average or high attainment.
- In mathematics, the teaching in most year groups tends to focus on covering the planned curriculum at the expense of developing pupils' understanding. Teachers and other adults do not consistently ask questions that help pupils of different abilities to develop and extend their thinking.
- Leaders have recently improved the teaching and learning of writing. Pupils' workbooks show that they write with increasing fluency and grammatical accuracy, and with attention to its purpose. Right from their entry into Year 3, pupils learn to edit their work to make improvements to grammar and vocabulary.
- There are signs that leaders' recent work to develop pupils' reading comprehension skills is resulting in stronger gains in learning. Pupils are increasingly confident in using clues within their reading to make an informed attempt at the meaning of new vocabulary. The school's approach to reading needs more time to have a sustained impact on improving pupils' progress.
- The school's most effective classroom practice takes into account what pupils already know and understand. In these lessons, teachers use assessment well to identify each

pupil's precise next steps in learning. Pupils say that the feedback that teachers provide helps them to understand what they need to do to improve their work.

- English and mathematics are supported effectively by other subjects in the wider curriculum. For example, in science and geography, pupils have used graphs to help them to show findings arising from their enquiries. In a Year 3 topic on rivers, pupils studied the book 'The Wind in the Willows'.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- A caring ethos permeates the school and nurtures pupils well. Parents and pupils say that the school always makes them feel welcome. Teachers show an interest in pupils as individuals, which develops trust. Pupils know they can ask any adult in school to help them if they have a problem.
- Pupils show respect towards each other. In lessons, they learn how to take responsibility for their own and others' well-being. They value the friendships they make while at the school. Years 5 and 6 pupils were insightful when talking about how they can support each other if one of them feels unhappy.
- Pupils say that bullying is rare but that, when it occurs, they know what to do. They are confident that teachers will tackle it quickly and successfully. They understand about the different forms of bullying and realise the damage it can cause to victims.
- Older pupils enjoy having responsibilities that give them an active role that helps the school to run well. They would like the school council to meet more regularly so that they have even more input. Pupils readily support the school's work to think of others who in are difficult circumstances, such as by raising money for charity.

Behaviour

- The behaviour of pupils is good.
- Pupils' conduct is typically good at all times of the school day. They listen to teachers and do as they are asked. Pupils move about the school sensibly and play happily during break and lunchtimes.
- Pupils know and understand the school's rules. They like earning rewards for demonstrating the school's values to be a 'growing learner, leader or citizen'. They think consequences are given fairly, and always with a reason. Pupils say they are helped to manage their emotions and, over time, they learn to respond in an acceptable way if their emotions get the better of them.
- There has been an increasing proportion of pupils who present a high level of challenge, some of whom are new to the school. All adults manage behaviour skilfully, helped by whole-staff training to support pupils with social, emotional or mental health difficulties. As a result, there is a declining number of incidents. Pupils told inspectors that classroom behaviour has improved during this academic year.
- Most pupils attend well so that attendance is in line with the national average. Leaders

monitor absence effectively and can identify the reasons behind any rise in a pupil's absence. This helps them to take action swiftly when there are difficulties.

- Although pupils generally have positive attitudes in the classroom, there are lapses. Sometimes, this is due to the particular circumstances and needs of an individual who has a support plan in place that involves pastoral staff. More often, pupils' lapses in attention occur where learning activities are not well matched to their abilities.

Outcomes for pupils

Requires improvement

- In 2017, the attainment of Year 6 pupils improved. Pupils' progress in reading, writing and mathematics was well below other schools nationally, and particularly in reading and mathematics. Disadvantaged pupils did not make as much progress as other pupils. Pupils who have SEN and/or disabilities made less progress in mathematics than in reading and writing. The most able pupils made broadly average progress.
- The school's current tracking information and pupils' workbooks show that, across the school, pupils make variable progress across the different subjects and year groups. Progress is more inconsistent in mathematics than in reading and writing.
- Disadvantaged pupils make progress that is broadly in line with their classmates when prior attainment is taken into account. However, all pupils with below-average attainment are not consistently supported to make the progress of which they are capable. A high proportion of disadvantaged pupils fall into this group.
- Leaders have recently begun to track pupils' progress more carefully, but their work is not fully developed. Pupils' different rates of progress are not carefully analysed to identify how leaders and teachers can improve their achievement.
- Pupils who need additional support for their social, emotional and mental health needs are well supported to make good progress with their behaviour. Their academic progress is not monitored as carefully to ensure that they catch up with their learning.
- Some pupils make strong progress. For example, Year 6 pupils are making rapid progress from their entry point into Year 5 to catch up on prior gaps in learning. In other year groups, disadvantaged pupils with average or high attainment make progress that is at least in line with their classmates.
- Year 6 pupils are increasingly well prepared for secondary school because they have positive attitudes and work hard and with independence. Currently, a rising proportion of pupils are on track to reach age-related expectations compared to last year. However, progress since the start of key stage 2 does not look to be strong.
- Current pupils throughout the school are making better progress in writing than in other areas. The school's recent focus on developing reading comprehension skills is helping pupils to develop their skills more rapidly.

School details

Unique reference number	116167
Local authority	Hampshire
Inspection number	10040721

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

Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	The governing body
Chair	Tracey Robinson
Headteacher	Kerry Payne
Telephone number	01329 280 299
Website	www.rownerjunior.co.uk/
Email address	headteacher@rowner-jun.hants.sch.uk
Date of previous inspection	1–2 July 2014

Information about this school

- The current headteacher was appointed in September 2015, and the pupil premium leader, who is the second most senior member of staff, took up post in September 2017. There has been significant staff turbulence since the last inspection. The majority of middle leaders are new to their roles.
- There have been ongoing changes of personnel within the governing body. The chair of governors is newly appointed since the previous inspection.
- The school is smaller than most primary schools, although its roll has recently increased.
- The school has a higher proportion of pupils who are disadvantaged than is seen nationally.
- Around one fifth of pupils in the school are service children.

- The proportion of pupils who have SEN and/or disabilities is twice that of primary schools nationally. Of this group, most are identified as having social, emotional and mental health needs.
- A lower-than-average proportion of pupils are from a minority ethnic background.
- The school does not meet requirements on the publication of information about governance on its website.
- The school meets the government's floor standards.

Information about this inspection

- Inspectors visited 19 lessons to look at teaching and learning in all classes. Almost all of these lessons were visited with either the headteacher or pupil premium leader.
- Inspectors examined a range of pupils' work in mathematics, writing and other subjects. They discussed pupils' work and progress with leaders and heard individual pupils read in Years 3 and 6.
- Inspectors spoke with pupils formally in a meeting and informally around the school.
- Inspectors took account of the views of 18 parents who responded to Ofsted's online survey, Parent View, and considered 12 free-text responses. Inspectors also spoke with parents as they brought their children to school.
- Inspectors observed pupils' behaviour during lessons, in assembly, at playtimes and lunchtimes, in clubs and when pupils were moving around the school.
- Meetings were held with governors, senior leaders, middle leaders and other staff. Inspectors took into account 20 responses to the staff questionnaire.
- Inspectors considered a range of documentation, including the school's evaluation of its own performance and its improvement plan. They discussed with leaders their own views of the school's work and the school's own performance information. Inspectors looked at governing body minutes, the school's website and its policies, the school's record of recruitment checks and leaders' monitoring information.
- Inspectors looked at attendance and behaviour records, and discussed a number of case studies.
- Inspectors reviewed safeguarding documentation and considered how this related to the school's daily practice. They spoke with staff and pupils about keeping safe.

Inspection team

Linda Jacobs, lead inspector

Ofsted Inspector

Jenny Boyd

Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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