

# Inspection of Rownhams St John's Church of England Primary School

Bakers Drove, Rownhams, Southampton, Hampshire SO16 8AD

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Inspection dates: 10 and 11 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

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

The school's values of 'love, joy and responsibility' run through everything. Leaders have high expectations for all pupils. In many subjects, pupils are achieving very well. This is especially the case in the early years, where pupils quickly develop the knowledge and skills they need for the next stage in their learning.

Pupils enjoy a variety of inclusive clubs and trips which help them to discover and develop talents and interests. Pupils are especially proud to be appointed to leadership positions such as sports leaders, young governors, eco-leaders and prefects. As a result, pupils learn the true meaning of citizenship and responsibility.

School is a calm place. Pupils move sensibly between lessons. At breaktimes, they play happily together and patiently wait to take turns in activities. Pupils are confident that any unkind behaviour will not be tolerated, and they rightly trust that staff will deal with any bullying immediately.

Pupils feel safe and can all talk about adults they would speak to if they had concerns. They develop warm relationships with staff and each other. As one parent said to inspectors, 'The staff really care about them, and it shows in how happy they are to attend school each day.'

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

Leaders are ambitious for all pupils. They have worked hard to redesign the curriculum to ensure it is ambitious and well sequenced in all subjects. Teachers know what to teach and when. They use engaging activities that help pupils learn and incorporate regular opportunities to revisit key content. This helps pupils to build knowledge over time. In a small number of subjects, the curriculum is at an earlier stage of development. Where it is not yet fully embedded, teachers are not always checking pupils' understanding effectively. As a result, pupils cannot always recall what they have learned.

The reading curriculum is a strength. Children in early years are introduced at the earliest possible stage to the phonic knowledge needed for reading. Staff are expert at delivering early reading. Leaders ensure that they receive high-quality training. Books are well matched to the sounds that pupils know. Staff quickly identify pupils who are falling behind and provide effective support which ensures they catch up quickly. Leaders choose books to ensure that they link with the learning in the curriculum. As a result, pupils learn to read for a purpose, as well as with confidence and fluency.

The provision for children in the early years is exceptional. The curriculum is bold. It clearly identifies key knowledge, skills and vocabulary children need to learn. Leaders accurately identify children's starting points and set them ambitious goals. Staff ensure that activities link closely with what children need to learn. The environment is rich with engaging and purposeful learning opportunities. Leaders

track children's progress with rigour and communicate well with parents. There are no barriers to achievement. As a result, they achieve well and are well prepared for Year 1.

As one parent said, 'Rownhams school is an extremely nurturing environment.' Staff work hard to support all pupils and have implemented effective systems to identify pupils with special educational needs and/or disabilities. Staff also help pupils to develop social skills. Pupils know the school values well and understand the high expectations teachers have of them. A small minority of older pupils do not always behave as expected, but this is dealt with swiftly by adults.

The personal development of pupils is exemplary. Leaders continually update their personal, social and health education programme. Pupils learn about diversity. The school's links with a school in Uganda involve the regular exchange of letters between pupils, which helps them to build cultural awareness. This enriches pupils' discussions about similarity and difference, including myth-busting and addressing stereotypes.

Pupils benefit from a range of opportunities to help them become well-rounded citizens, which includes leadership roles and charity work which they understand link to the school values. For example, pupils exemplify kindness with their recent fundraising for victims of the earthquake in Turkey. Pupils benefit from enrichment opportunities such as football and musical theatre, and the well-attended school choirs who have performed with pride at the Winchester Christmas Market and the O2 in London. These opportunities are enjoyed by all.

The school is well led and managed. Governors have an accurate view of the school's strengths and areas for improvement. They make regular visits to school and support leaders. Leaders are outward looking, and work effectively with the diocese and the local authority to evaluate the impact of their actions. They treat staff with consideration and are mindful of workload. Staff are proud to work here.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders prioritise keeping children safe. Leaders provide thorough safeguarding training to everyone working in the school. Staff are well informed about how to identify pupils who may be at risk of harm. They are confident in how to report their concerns. Leaders are rigorous in ensuring that pupils get the appropriate help in a timely way. This includes working with other agencies. Procedures for safeguarding, including those for recruiting staff, are followed with care and attention. Pupils know how to keep themselves safe, including online.

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

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

- In a few foundation subjects, the precise progression of essential concepts and vocabulary that pupils need to learn has only recently been determined. Pupils are not able to readily make links between previous and current learning. Leaders should ensure that staff are fully familiar with the revised curriculum and know what they should check pupils know and remember.

## 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](#)' 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.

## School details

<b>Unique reference number</b>	116311
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10268938
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	321
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jacqueline Kerwood
<b>Headteacher</b>	Timothy Woodford
<b>Website</b>	<a href="http://www.rownhams.hants.sch.uk">www.rownhams.hants.sch.uk</a>
<b>Date of previous inspection</b>	1 February 2018, under section 8 of the Education Act 2005

## Information about this school

- At the time of the inspection, the school was not using any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, staff, pupils and representatives of the governing body. An inspector also spoke with a representative from the local authority and the diocese.
- The inspection team carried out deep dives in these subjects: early reading, mathematics, design technology, music and science. They discussed the curriculum with subject leaders, teachers and pupils, visited lessons and looked at samples of pupils' work.

- Inspectors considered 107 responses to the Ofsted Parent View questionnaire. They took account of the responses to the confidential staff questionnaire, as well as the views of pupils that were gathered throughout the inspection.
- To evaluate the effectiveness of safeguarding, inspectors viewed the school's website and policies, met with the designated safeguarding leads, spoke with pupils and staff, checked the school's records of safeguarding checks carried out on adults working at the school and spoke with governors.
- Inspectors visited the nurture provision and met with the school's special educational needs and disabilities coordinator.

### **Inspection team**

James Stuart, lead inspector

His Majesty's Inspector

Kate Fripp

His Majesty's Inspector

Kate Magliocco

Ofsted Inspector

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