



# Rowledge Church of England Controlled Primary School

Inspection Report

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**Unique Reference Number** 116337  
**Local Authority** Hampshire  
**Inspection number** 279795  
**Inspection date** 1 November 2006  
**Reporting inspector** George Rayner

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 address</b>	School Road
<b>School category</b>	Voluntary controlled		Rowledge
<b>Age range of pupils</b>	4-11		Farnham GU10 4BW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01252792346
<b>Number on roll (school)</b>	211	<b>Fax number</b>	01252795750
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Jackie Keen
		<b>Headteacher</b>	Mr Richard Catchpole
<b>Date of previous school inspection</b>	27 June 2000		

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This school is located in a village in an affluent area on the Hampshire/Surrey border. Attainment on entry is above average. The proportion of pupils with learning difficulties and disabilities is below average. The great majority are of White British ethnicity and none are at an early stage of speaking English. The school holds the Basic Skills Quality Mark, Investors in People status and has Healthy Schools and Activemark Gold awards. The day of the inspection coincided with the first day in post of a newly-appointed headteacher, who was previously the school's deputy and, for a short period, the acting headteacher.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school. Parents agree and they say that their children are happy and make good progress. Quality and standards in the Foundation Stage are good.

Staff share a high commitment to ensuring that all pupils are valued, cared for and helped to develop as well-rounded young people. As a result of the very good pastoral care, pupils greatly enjoy coming to school and feel very safe. The school gives clear guidance on how to be safe and healthy. Pupils lead active lives, know why it is important to eat healthily and think the new lunch menus are tasty as well as healthy. The curriculum is designed well to be enjoyable and to encourage pupils to be involved by providing a wide range of exciting activities. Pupils respond positively by being very willing to join in. In making an outstanding contribution to the community, they do not just follow the lead of their teachers, but are very ready to come up with good ideas of their own.

Teaching and learning are good. Consequently, pupils reach above average standards and achieve well in most areas of their learning. Because teachers are particularly good at helping pupils to improve their skills in reading and writing, pupils make very good progress in English, so that standards reach exceptionally high levels by Year 6. Good teaching also helps pupils to achieve well in science and they reach standards which are well above average. Achievement is least strong in mathematics although it is satisfactory. This is because the teachers do not set consistently challenging tasks, particularly for the more able pupils. In some lessons, the quality of teaching is outstanding. However, there are too few opportunities to share this excellent practice.

Leadership and management are good. The school takes good account of evidence showing how well it is performing, so that it has a clear understanding of where it needs to improve. This has already been effective in improving pupils' writing skills, which was the main issue arising out of the last inspection. There is now a clear awareness that performance in mathematics is the weakest area and that this is impacting upon overall achievement. Well thought-out plans have been put in place, although it is too early yet for their impact to be judged. Overall, its track record shows that the school's capacity for future improvement is good.

### What the school should do to improve further

- Raise standards in mathematics by ensuring that challenge always matches the capabilities of pupils.
- Provide more opportunities for teachers to share the best practice that exists within the school, so that the quality of all lessons matches that of the best.

## Achievement and standards

### Grade: 2

Children make good progress in the Foundation Stage. The adults effectively help children's social development by planning activities that gradually provide increasing opportunities for them to work independently.

At the time of the last inspection achievement in English was affected by weaknesses in pupils' writing. Teachers have improved their methods of teaching this. This has improved the challenges that they set and the guidance that they give to pupils about how to improve their writing. Consequently, writing now contributes significantly to the high standards that most pupils reach in English by Year 6. The 2006 end of Year 6 results for the subject were even higher than in 2005. Although standards in mathematics are above average, pupils' ability to solve problems and for a few pupils, their mental arithmetic skills, are lower than their standards in other areas. Because teachers are good at planning work to meet the needs of different pupils, they succeed well in ensuring that generally, all achieve as well as each other. Support assistants work well with pupils with learning difficulties to make sure that they make as good progress as the others.

## Personal development and well-being

### Grade: 2

Pupils' personal development and well-being are good, as is their spiritual, moral, social and cultural development. They show great enthusiasm for school, as evident in their good attendance. They are proud of their school and one said that, '... everybody is kind here.' Some older pupils said that they have seen many improvements since they came to the school, due to the adults working hard to make it a pleasant place to come to. The new hall, for example, is a much better place for the adults and pupils to share special occasions. A group were proud that they help to make up rules for using equipment safely and that pupils obey these well. Behaviour is good overall. Although a small number of pupils need supervision and guidance to ensure this, most show good responsibility for their own behaviour.

Pupils' willingness to contribute to the community is outstanding. The young governors take their responsibilities very seriously and the election rules make sure that a large proportion of pupils spend time as members. This experience contributes to the good preparation that pupils have for their future economic well-being. Pupils often come up with their own ideas. They recently chose an Indian charity to support and devised fund-raising activities such as a 'reverse mufti day' that resulted in teachers having to wear school uniform. When talking about this, pupils showed good spirituality through their willingness to reflect and a good understanding of differences in other cultures, although, as one said, 'the children there are just the same as us.'

## Quality of provision

### Teaching and learning

#### Grade: 2

In the Foundation Stage staff plan activities that effectively encourage children to learn by playing and exploring. In Years 1 to 6, teachers generate good relationships with pupils and plan a variety of interesting activities, so that pupils are willing learners. Teachers use interactive whiteboards well to involve pupils, who say they enjoy this. Usually, they plan well to provide good challenges for all. Teachers and assistants work well together to ensure that pupils with learning difficulties receive any extra help that they need. Occasionally, small numbers of pupils are not monitored when their attention wanders, so that their pace of working temporarily slips. In some lessons, teachers are highly successful in using group work to enhance learning. On these occasions, pupils take on a high level of responsibility for working co-operatively to plan their own work and assess how well they have done. Teachers mark work regularly, in a way that is very encouraging to pupils. They do not always give sufficient guidance on how pupils could improve, however.

### Curriculum and other activities

#### Grade: 2

The curriculum is good overall, with some very good features. Effective provision for the key subjects means that pupils achieve well in these. The school has improved its information and communication technology facilities and planning, so that pupils have good opportunities to use computers to enhance their learning in a variety of subjects. Booster classes have worked well in improving the literacy skills of pupils who particularly need this. These sometimes reduce the amount of time spent on other important activities such as mental arithmetic, however. Pupils in Years 3 to 6 are able to make progress in their linguistic skills because the school provides good quality French lessons. Visiting musicians provide expert tuition and pupils say they really enjoy this. Year 5 pupils follow a course and take an examination in speaking skills. This has a strong positive impact upon their literacy, confidence and personal development. A well-planned personal and social development course includes a section that usefully encourages pupils to begin to think about the world of work. Well-attended clubs provide a stimulating range of sporting, cultural and creative activities outside the classroom.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good overall. Pastoral care has outstanding features. It is accepted as a highly important shared responsibility by all. Governors are conscientious in monitoring this and pupils play their part by, for example, accompanying them on safety inspections as part of their young governor responsibilities. Such activities contribute well to pupils' personal development.

Procedures for child protection are systematically organised and diligently carried out. All staff are trained in First Aid and this is regularly updated. The school works well with outside agencies to ensure that full advantage is taken of their expertise to provide high quality help for any pupils who need this. There is an after-school club to provide additional care. This is soundly managed, although arrangements do not clearly enough set out how the school communicates with those responsible for running the facility.

The school keeps good records to show pupils' progress. Teachers generally use these well to set targets for the end of each year and identify pupils who are not making as much progress as they should. However, the records do not yet give a complete picture to show for example, teachers in the lower years where each pupil should be by the end of Year 6.

## **Leadership and management**

### **Grade: 2**

The school has managed well a period without a permanent headteacher. This has been due to the existence of robust systems, the teamwork of a capable leadership team and the committed staff and the good guidance and support of the governors. These have provided stability and continuity and ensured that the school has continued to be managed efficiently. Some tasks, such as analysing the most recent results, have not yet been fully carried out. However, the school is still maintaining a clear direction, focusing on the areas in which improvement is most needed.

There is a strong sense of shared responsibility. Subject co-ordinators are well involved in developing their subjects, for example in leading the steps towards improving mathematics standards. Self-evaluation takes good account of the views of parents and pupils, through surveys and consulting the junior governors. The school values and acts upon advice from local authority and diocesan advisers. This has been valuable in guiding improvements to the curriculum to provide better progression in creative subjects and the humanities.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming me to your school recently. I really enjoyed my visit. It was good to see that you are so happy and enjoy school so much. I was able to see that yours is a good school.

You achieve well in most of your learning and the standards that you reach are better than in most schools. You succeed very well indeed in English. Not long ago, pupils at your school were not as good at writing as their other subjects. The staff knew this and found out more about what they needed to do to help you to become better writers. This means that they now do this very well. Although you make satisfactory progress in mathematics, this is not as good as in your other subjects. This is because you are not always given difficult enough things to do. The staff know this and are working hard to make this better.

Teachers are good at giving you interesting and useful tasks in lessons. The support staff work well with them to make sure you all get any extra support that you need. The quality of some lessons is very good indeed. The school needs to give teachers more opportunities to share their ideas, so that all lessons can be as good as the best.

The school thinks it is very important to help you to grow up well. You help your teachers a lot by being well behaved and willing to work hard. Your parents and the other grown ups at home help by making sure you come to school regularly. Some of you told me that you really like the way in which the school provides equipment to help you to exercise. You join in well by, for instance, taking turns on the young governors and helping to make rules so that equipment is used safely. The staff really like the way you come up with your own ideas, even though one was the reverse mufti day where they had to wear school uniform!

During the time that the school has not had a permanent headteacher, all the staff and governors have worked together really well to make sure that the school is still well run. Now you have a new headteacher, who already knows the school well, I am sure this will continue.

With best wishes

George Rayner

Lead inspector