

# Rowner Junior School

## Inspection report

---

<b>Unique Reference Number</b>	116167
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338745
<b>Inspection dates</b>	26–27 November 2009
<b>Reporting inspector</b>	Janet Sinclair

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

---

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	189
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs J Johnson
<b>Headteacher</b>	Mrs M Wood
<b>Date of previous school inspection</b>	2 September 2006
<b>School address</b>	Tichborne Way Rowner Gosport PO12 0BN
<b>Telephone number</b>	01329 280299
<b>Fax number</b>	01329 285428
<b>Email address</b>	headteacher@rowner-jun.hants.sch.uk

---

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited nine lessons and three part lessons, and held meetings with governors, senior staff and groups of pupils. They observed the school's work, and looked at a wide range of documentation. They considered the 27 responses to parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of learning and progress for all groups of pupils, but particularly in their writing
- the extent to which teaching, planning and assessment consistently meet the needs of all pupils
- the contribution of the curriculum and extra-curricular activities to outcomes for pupils
- the impact of senior leaders and managers at all levels, including the governing body, in driving further improvement.

## Information about the school

Rowner is smaller than the average junior school. There are a few pupils from minority ethnic groups, some of whom are at an early stage of learning English. An above average proportion of pupils have special educational needs and/or disabilities. These are mainly moderate learning and behaviour difficulties. The school provides a breakfast club.

**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?**

**3**

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

**3**

### Main findings

Rowner is a satisfactory school. It has a friendly, welcoming atmosphere and a wide range of additional activities to engage pupils. This ensures that pupils are happy to come to school and is reflected in their good attendance. Parents are very supportive of the school and appreciate the breakfast club and after-school activities, including the weekly film club. As one parent commented, 'All staff are welcoming and friendly. My child enjoys school and the many extra-curricular activities.'

Pupils make satisfactory progress during their time in school, and standards are broadly average in English, mathematics and science when they leave at the end of Year 6. Achievement in writing has been a weakness and the school has worked hard to address this through regular extended writing sessions that are carefully assessed. This has increased pupils' enjoyment of writing and the amount that they write, and has improved rates of progress for most pupils. Lessons are well organised and managed and, as a result, pupils have good attitudes to learning. Teaching assistants make a good contribution to the learning of small groups and individuals, particularly those with special educational needs and/or disabilities and those at an early stage of learning English. Good relationships ensure pupils mainly behave well in lessons and work effectively on joint tasks. However, work is not always challenging enough for more able pupils and they sometimes lose interest. Additionally, inconsistencies in the marking of pupils' work and targets that are too general limit the extent to which pupils are involved in making their work better. The school tracks pupils' progress carefully and intervenes quickly to support those not making enough gains in their learning. This ensures that any potential underachievement is dealt with promptly.

The school has recently adopted a project approach to the curriculum and pupils say that they much prefer this, although it has not yet had an impact on standards. A range of clubs, visits and special events enhance the curriculum well. Pupils are polite and welcoming to adults. They work hard and collaborate well in lessons. However, there are sometimes boisterous and loud antics at break times and, as a result, behaviour deteriorates. Pupils enjoy taking on responsibilities such as being school councillors or acting as buddies at break times. Good care, guidance and support, including effective links with outside specialists and other schools to ensure a smooth transition, means that pupils feel well guided and supported. Parents are particularly pleased with the help their children get when they have learning or behavioural difficulties.

The headteacher and deputy headteacher work well together and have a clear vision and commitment to ensuring a good education for their pupils. This has ensured a caring ethos and pupils who are happy to come to school and enjoy their learning. Leaders have a clear understanding of the school's strengths and weaknesses, and the

**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

work they have done since the last inspection to improve the tracking of pupils' progress and their overall achievement shows a satisfactory capacity for further improvement. However, they are not always rigorous enough in ensuring consistency in practice and teaching across the school, and this hampers progress. Governors are supportive of the school and meet all statutory requirements.

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

- Improve the quality of teaching, particularly in writing, by:
  - ensuring greater challenge for more able pupils
  - ensuring greater consistency and rigour in lesson planning across the school in order to raise expectations for pupils' learning
  - more rigorous monitoring of its quality.
- Involve pupils more in evaluating their work, through marking which shows them how to improve and targets that are clear and concise.
- Improve leadership and management by ensuring greater rigour in monitoring and evaluating provision in order to raise standards further.

**Outcomes for individuals and groups of pupils****3**

Pupils across the school are making good progress in their reading and satisfactory, if uneven, progress in their mathematics and writing. Attainment in writing is still a relative weakness, but most pupils are now making satisfactory progress. However, a small number in Years 5 and 6 are still not achieving well enough. Pupils with special educational needs and/or disabilities benefit from small group work targeted at their specific needs, and make good progress within these sessions. Similarly, pupils who speak English as an additional language receive effective additional small group support to develop their skills in spoken and written English.

Pupils say that they feel safe and well cared for in school and this is reflected in their good attitudes to work. They are fully aware of the risks associated with the internet and have discussed issues such as cyber bullying. Pupils make a good contribution to the school and wider community through the work they do as peer mediators and their fundraising for charities such as the recent 'Pennies for Pudsey', Children in Need appeal. They have a good understanding of healthy lifestyles and know the importance of healthy school dinners, fruit and water as well as physical activity. Pupils are supportive of each other and work well on shared activities such as their football. However, although they know the difference between right and wrong, they do not always find it easy to adhere to rules in less structured situations such as the playground. Assemblies are used well to provide opportunities for the celebration of work and pupils respond positively to the achievement of others.

*These are the grades for pupils' outcomes*

**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

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</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>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

In the lessons observed during the inspection, the quality of learning was mostly satisfactory. Good relationships ensure that pupils enjoy their lessons and behave well. In a particularly good Year 6 lesson, excellent relationships, clear explanations and effective questioning helped pupils to concentrate well on a difficult mathematical task involving the plotting of coordinates. A notably strong aspect of teaching is the way that most teachers share the learning intentions with the pupils so that they are clear about what they are expected to learn. However, lesson plans are not detailed enough to ensure that work is sufficiently challenging for the more able pupils. This, coupled with the individual approach teachers have to lesson planning, makes it difficult to ensure consistency in expectations for the content and match of work to pupils' needs, and this in turn hampers progress for all ability groups.

The curriculum now ensures coverage of subjects through a project-based approach. For example, Year 5 pupils are covering history, art and literacy through their work on the Ancient Greeks. However, the overuse of worksheets and insufficient attention to matching work to pupils' needs means that teachers cannot form a clear idea of pupils' abilities, and this hampers progress. Good attention is given to reading through regular guided reading sessions and the promotion of reading through regular book fairs. The school has introduced 'philosophy for children', which is having a positive impact on their speaking and listening skills. Parents are very supportive in this context. The school also

<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.

**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

ensures all pupils learn Spanish and have the opportunity to learn to play a musical instrument. The good range of clubs, visits and visitors fully support pupils' personal development. Pupils thoroughly enjoy the sporting activities and were particularly pleased with their recent successes at football. They also enjoy their residential visits where they learn to develop their teamwork skills.

The school cares for its pupils in a supportive and encouraging manner and the impact of this is that both pupils and their families feel fully supported. Links with outside specialists are well established and are used effectively to secure support for vulnerable pupils and their families. Good support from teaching assistants ensures that pupils with worries, frustrations or concerns are helped to discuss them and find ways of dealing with them. Regular monitoring of attendance, including awards for good attendance, has been effective in maintaining above average attendance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher and deputy headteacher are committed to the effective education and well-being of all pupils. This is seen in the way in which they have organised numeracy and literacy groups in Year 6 as a way of giving additional support to this less able year group. They have also worked hard to improve the provision for writing through a whole-school extended writing initiative. However, they are not always rigorous enough in tackling issues to ensure consistency in practice or improvements in the quality of teaching and learning. This is why inconsistencies in lesson planning, marking and target setting have not been fully addressed. The governing body supports the school well and has a sound understanding of its strengths and weaknesses. However, it is not yet fully involved in evaluating its effectiveness.

The school works hard to promote equality among different groups. It ensures that vulnerable pupils are supported well through careful tracking, appropriate interventions and support from teaching assistants. Systems for safeguarding pupils meet requirements and are systematically reviewed.

The school promotes community cohesion satisfactorily, although it has yet to fully evaluate the impact of its development planning. There are effective links with the local community, including Year 6 pupils' involvement in the junior community team. Partnerships are good. For example, the partnership with the local secondary school has ensured specialist sports coaching, support for the teaching of Spanish and weekly

**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

tuition for the school's able artists.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>3</b>

## Views of parents and carers

A relatively low number of questionnaires were returned. These show that those parents are very happy with the school and what it provides. They consider that their children fully enjoy all that the school has to offer and are safe and well looked after. A few parents felt that their children were not making enough progress and that the school did not always deal effectively with behaviour. However, the inspection did not support these views, as most pupils make at least satisfactory progress and there is a consistent approach to managing behaviour.



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

Ofsted invited all the registered parents and carers of pupils registered at Rowner Junior 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 27 completed questionnaires by the end of the on-site inspection. In total, there are 189 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	74	7	26	0	0	0	0
The school keeps my child safe	18	67	9	33	0	0	0	0
The school informs me about my child's progress	19	70	7	26	1	4	0	0
My child is making enough progress at this school	16	59	8	30	3	11	0	0
The teaching is good at this school	19	70	8	30	0	0	0	0
The school helps me to support my child's learning	15	56	11	41	1	4	0	0
The school helps my child to have a healthy lifestyle	15	56	12	44	0	0	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)	12	44	15	56	0	0	0	0
The school meets my child's particular needs	10	37	15	56	1	4	0	0
The school deals effectively with unacceptable behaviour	8	30	17	63	2	7	0	0
The school takes account of my suggestions and concerns	10	37	16	59	0	0	0	0
The school is led and managed effectively	12	44	14	52	1	4	0	0
Overall, I am happy with my child's experience at this school	18	67	9	33	0	0	0	0

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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 pupil's 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.**



28 November 2009

Dear Pupils

Inspection of Rowner Junior School, Gosport PO12 0BN

I am writing to tell you how much we enjoyed our visit to your school. Thank you for helping us with the inspection. We enjoyed meeting the school council members and chatting to many of you during the inspection. We were pleased to learn that you enjoy school, especially your work as school councillors and the many after-school clubs you attend. We can see why your parents say that you enjoy all the clubs and many additional activities.

We judged that your school is giving you a satisfactory education, which means that it does some things well but some things need to be improved.

Here are some other things we particularly liked about your school.

- You are polite and friendly and keen to learn.
- Your headteacher and all the staff take good care of you and you in turn feel safe and well supported.
- You have lots of activities that you thoroughly enjoy.
- You make good progress in your reading.

These are the things I have asked your school to do to help you learn even more.

- Ensure that work always challenges you, and all teachers' lesson plans identify the key aspects of your learning to ensure you all get work that is well matched to your needs, particularly in writing.
- Ensure that you are clear about what you need to do to improve your work and targets are clear and specific so that you can be more involved in making your work better.
- Ensure school leaders focus very carefully on making your school even better by carefully monitoring all of its work.

You can help by working on improving your writing, both in school and at home.

Yours sincerely

Janet Sinclair

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**