

Rowner Infant School

Inspection report

Unique Reference Number	116168
Local Authority	Hampshire
Inspection number	338746
Inspection dates	7–8 July 2010
Reporting inspector	Susan Gadd

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

Type of school	Infant
School category	Foundation
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	141
Appropriate authority	The governing body
Chair	Mr R Robertson
Headteacher	Mrs D Redpath
Date of previous school inspection	19 June 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. They observed nine lessons taught by six different teachers and two learning support assistants. They talked to pupils and looked at a range of documentation including policies, the school development plan, the tracking of pupils' progress, reports from the School Improvement Partner, pupils' books and questionnaires completed by 41 parents and carers.

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

- evidence about current attainment and learning and progress for all groups of pupils
- whether pupils understand how to improve their work
- the extent to which teaching and assessment consistently meet the needs of all pupils
- the impact of leaders and managers at all levels, including the governing body, in ensuring that good steps are taken to embed ambition and drive improvements forward.

Information about the school

Rowner Infant School is smaller than average and has two classes in each year group. The proportion of pupils entitled to free school meals is higher than average, as is the proportion of pupils with special educational needs and/or disabilities. They include pupils with moderate learning difficulties, autism, Asperger's syndrome, physical disabilities, those with emotional, social and behavioural difficulties, and those requiring support for speech and language. Pupils attend a breakfast club which is managed independently from the school. This provision will be inspected separately. The school has had an unavoidably high level of staff absence during the past year.

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 Infant School is a satisfactory school. It has some good features. One comment from a parent concurs with inspection findings, 'This school really tries hard to cater for all children knowing that every child is different.'

- Children in the Early Years Foundation Stage make good progress.
- In Key Stage 1, pupils' progress overall is satisfactory and attainment is broadly average and improving. However, achievement is inconsistent across subjects and for groups of pupils as they move through the school. By the end of Key Stage 1, pupils are beginning to make good progress in mathematics; however, this is neither secure nor consistent. Progress in writing and reading is satisfactory.
- The headteacher provides a clear sense of direction for the school and has been reasonably successful in mitigating the impact of the high staff absence. Since the last inspection, she has focused on developing a cohesive, caring atmosphere in which 'every child matters' and all staff feel valued. As a result of this, the whole-school community has been working towards the same goals for the benefit of all pupils and families. Having made good progress in this area, middle leaders are now beginning to take on more responsibility for developing provision within their subject teams. Staff have been involved well in monitoring the quality of teaching and learning, providing support to colleagues through 'peer mentoring' and advice on improving planning. However, this cycle of support and monitoring has not had sufficient focus on evaluating the impact of school initiatives on pupils' outcomes. Consequently, inconsistencies in teaching still exist within the school.
- Past data on pupils' progress is either unreliable or there is insufficient evidence to support the school's judgement on attainment. As a result of this, the senior team has introduced a new tracking system which monitors pupils' attainment. This is at an early stage and staff are considering how to develop it, in order to improve understanding of the progress that different groups of pupils make as they move through the school. However, the school has accurately identified the priorities necessary for its improvement and effective steps are being taken to address these issues. Together, these factors mean that the school's capacity for sustained improvement is satisfactory.
- Teaching and assessment are satisfactory overall but inconsistent in quality between classes and subjects. Where teaching is strong, pupils are challenged to do their best and are encouraged to become independent learners. Teachers ensure that pupils are clear about the intended learning, planning takes into account prior assessment of pupils' attainment and opportunities are provided for pupils to evaluate their own learning. Together with good questioning, this ensures that

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pupils make good progress. However, this good practice is not embedded throughout the school. Occasionally, work set in lessons does not provide sufficient challenge to meet the needs of different groups of learners, particularly the more able. The purpose of lessons is not always clear, and pupils do not have enough opportunities to evaluate their own learning. As a result, progress is slower.

- Pupils are able to talk about their targets in writing but have limited understanding of their targets in reading and mathematics. The school has focused on improving the quality of marking and, where marking is at its best, it provides pupils with guidance on how to improve their work, but this good practice is not completely embedded across the school.
- Pupils are very clear about what makes a healthy person and understand the importance of eating in a healthy manner as well as the importance of regular exercise. They enjoy the many healthy snacks provided by the school and talked with enthusiasm about their vegetable garden. As one child stated during breaktime, 'I love my peas in the pod. They help me keep healthy and taste yummy!'

What does the school need to do to improve further?

- Ensure that pupils make consistently good progress in English as well as mathematics through improving the quality of teaching and assessment by:
 - developing planning so that it effectively uses pupils' prior achievement to set work that challenges all pupils, including the most able, to achieve their best
 - ensuring that the learning objectives for each lesson are specific and clearly explained to pupils
 - making sure that pupils know and understand their targets in reading and mathematics and that marking provides pupils with clear guidance on how to improve their work
 - providing pupils with regular opportunities to be involved in evaluating their own learning.
- Ensure leaders and managers at all levels are effective in driving forward improvements by:
 - effectively using current data to gain a better grasp of pupils' progress, both within subjects and as pupils move through the school
 - improving the quality of monitoring so that there is a sharp focus on measuring the impact of initiatives on pupils' progress.

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

Focused leadership and a strong commitment to ensure that pupils achieve their best have meant that despite staff absence pupils' progress is satisfactory and attainment is broadly average. Lesson observations and pupils' books show that as pupils move through the school progress is variable in English and mathematics. All staff ensure that

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the pupils feel well cared for and supported within a stimulating learning environment. The work on 'Philosophy for Children' is evident through the confidence and independence demonstrated by pupils. They develop good social skills through working in groups, cooperating and listening to one another. Pupils with specific learning needs make satisfactory progress as a result of the support given to them in groups and as individuals.

The school has a very caring atmosphere in which pupils feel very safe and care for one another. A lot of hard work and time has been invested in developing an understanding of the importance of regular attendance. As a result of this, attendance has improved significantly and is now broadly average. Pupils enjoy their many responsibilities around the school. They are proud of being members of the school council. Pupils talk with enthusiasm about the improvements made to the playground such as the 'tyre park' and vegetable garden. Beyond the school, pupils make a good contribution to others by raising money for specific charities. This year, they raised over £300 to support the charity 'Help for Heroes' and at Harvest Festival time they support a local sheltered housing scheme for the homeless.

The spiritual, moral, social and cultural development of pupils is good. Pupils enjoy assemblies and particularly appreciate the opportunities provided for prayer and reflection. As one child stated, 'It's important to say thank you to God for all the things we have.' The provision of 'PATHS' and the use of 'turtle techniques' has provided pupils with a good understanding of how to express their feelings in an appropriate manner. This has led to a clear understanding of the difference between right and wrong and the consequence that such actions can have on others. Pupils respond well to the opportunities through the curriculum to learn about a variety of cultures. Pupils are able to apply their literacy, numeracy and information and communication technology (ICT) skills to sound effect within lessons and this, along with the development of their personal skills, prepares them adequately for their next stage of development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3
	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Where teaching is strongest, pupils are actively engaged in their learning and the work set is challenging. This challenge successfully extends their knowledge and skills, ensuring that pupils make good progress. Pupils are clear about what they are learning and consequently can talk about their learning. Learning support staff actively engage in pupils' learning throughout the different parts of each lesson. Resources are well used to stimulate learning and include the effective use of the interactive whiteboard. However, this good practice is inconsistent between year groups and subjects, such that pupils are not always challenged to achieve their best.

The school has worked very hard to develop a creative curriculum that meets the needs of individuals and provides memorable experiences. Pupils are actively encouraged to consider their own learning by posing questions at the beginning of each topic for the class to investigate. However, the curriculum is at the early stages of being developed and as a result is satisfactory. The school is rightly considering how best to ensure that a detailed progression of skills is developed. Day visits to places such as Porchester Castle, Swanwick nature reserve and Fort Brockhurst ensure that learning is meaningful and enriches the curriculum well.

The school is highly focused on ensuring that pupils receive good care, guidance and support. Strong links have been established with a range of outside agencies and parents and carers to ensure that vulnerable families are well supported. As a result, pupils and families receive good intervention within and outside of school to support their personal development, well-being and learning.

These are the grades for the quality of provision

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

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How effective are leadership and management?

The headteacher has been successful in ensuring that the school motto 'Every Child Matters' is at the forefront of everyone's work. The commitment to meet the needs of each individual pupil is paramount. This common vision has been secured despite the staffing difficulties.

Leaders and managers, through their monitoring activities, including the use of an outside consultant, have identified accurately the areas for improvement and have acted upon these findings. For example, the school has introduced a streamed daily phonics programme to improve reading and writing. In mathematics, there has been a focus across the whole school on developing pupils' thinking skills to tackle word problems. As a result, pupils are beginning to apply these skills in a variety of situations. However, many of these initiatives have not been fully embedded across the school and pupils' progress, though improving, is still variable between subjects and classes. Consequently, the school's effectiveness in promoting equality of opportunity and tackling discrimination is satisfactory. The school's monitoring systems have been improved; however, there is still insufficient focus on evaluating the impact this has on pupils' learning. Governors are aware of the areas for improvement but are at the early stages of holding the school to account.

The school is a cohesive community with largely good relationships, a sense of working together and obvious concern for others' welfare. The school has strong links to the local community but recognises that it does not have sufficient connection to a range of cultures or communities that are further afield. A strong feature of the school's work is the positive links it has made with parents and carers to help support pupils in their learning. As one parent stated, 'The school creates good opportunities for parents to be involved with the children's learning and I have enjoyed my sessions with my daughter over the past year.' Parents and carers are welcome to attend the school every Wednesday so that they can engage in their child's learning. A range of workshops are provided so that parents and carers can learn about how their children are being taught. As a result of these strong links and the good support provided by the school, some parents and carers have successfully completed their own examinations in English. Safeguarding procedures are good, staff receive appropriate training in a timely manner and all procedures to ensure pupils feel safe are fully in place.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2

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The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The vast majority of parents and carers who responded to the questionnaire were positive about the school. They were particularly positive about how their children enjoy school, understand the importance of being healthy and how the school has due regard for their child's safety. Inspection evidence concurred with this. A few parents and carers were rightly concerned about the lack of progress that their children make.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rowner Infant 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 141 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	66	10	24	1	2	0	0
The school keeps my child safe	31	76	10	24	0	0	0	0
The school informs me about my child's progress	27	66	13	32	1	2	0	0
My child is making enough progress at this school	23	56	16	39	2	5	0	0
The teaching is good at this school	26	63	15	37	0	0	0	0
The school helps me to support my child's learning	23	56	15	37	3	7	0	0
The school helps my child to have a healthy lifestyle	26	63	15	37	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)	22	54	16	39	3	7	0	0
The school meets my child's particular needs	22	54	17	41	2	5	0	0
The school deals effectively with unacceptable behaviour	19	46	19	46	3	7	0	0
The school takes account of my suggestions and concerns	22	54	17	41	1	2	0	0
The school is led and managed effectively	27	66	13	32	1	2	0	0
Overall, I am happy with my child's experience at this school	27	66	13	32	1	2	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



9 July 2010

Dear Pupils

Inspection of Rowner Infant School, Copse Lane, Rowner, PO13 0DH

You may remember that two inspectors came to visit your school recently. We really enjoyed meeting you, your teachers and everyone else who works in the school. Thank you for being so friendly and welcoming. You made our visit very enjoyable. Your school provides you with a satisfactory quality of education.

These are the best things about your school.

- You make satisfactory progress in your work and reach broadly average standards.
- Your headteacher and staff care for you very well and they work closely with other adults outside of school to support you.
- Behaviour around the school is good.
- You enjoy taking on responsibilities and are pleased with how the school council has improved your playground.
- You know the difference between right and wrong and greatly enjoy your healthy snacks.
- You like going on the many school trips available to you.

We have asked your school to do the following things:

- make sure you all do as well as you can in English and mathematics
- ensure that you are given tasks that are challenging enough and that you know how to improve your work
- get better at knowing how well you are learning and how much progress you are making as you move through the school.

You can help by regularly attending school and continuing to work hard in lessons.

Yours sincerely

Susan Gadd

Her Majesty's Inspector

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