

Rowner Infants School

Copse Lane, Gosport, PO13 0DH

Inspection dates 12–13 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher's focus on improving teaching and pupils' achievement since the previous inspection has been very successful. Her determination is shared by the deputy headteacher and senior leaders.
- From starting points which are below those expected for their age, pupils make good progress to reach average standards by the end of Year 2. Standards in reading and mathematics are higher than in writing.
- Teaching is good, with some outstanding practice.
- Children settle into school quickly and make good progress in the Reception classes.
- Pupils enjoy coming to school and feel safe. They behave well around the school and enjoy taking on responsibilities. Attendance is average and continues to improve.
- All groups of pupils, including those who are disabled or who have special educational needs and those known to be eligible for the pupil premium, make good and at times outstanding progress. This is because of the good-quality support they receive.
- Support and nurturing for families and for pupils who are potentially vulnerable is highly effective and well managed.
- Pupils have many memorable experiences including a wide variety of exciting visits and visitors to school throughout the year.
- The headteacher is strongly supported by a knowledgeable and highly involved governing body which has challenged leaders at all levels rigorously.

It is not yet an outstanding school because

- Pupils who are more able are not given enough chances to work at their own pace and the work they are given is not always hard enough.
- Progress in writing is not as rapid as in reading and mathematics.
- There are inconsistencies in how well teachers mark pupils' work and show them how to improve.

Information about this inspection

- Inspectors observed teaching and learning in 16 lessons involving seven teachers, including three joint observations with school leaders. They also observed two assemblies.
- Inspectors held discussions with school leaders, staff, representatives of the governing body and a representative of the local authority.
- Inspectors observed the school's work and reviewed documentation, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and samples of pupils' work. They heard groups of pupils read and spoke with others about behaviour and safety arrangements at the school.
- Inspectors took account of the 11 responses to the online questionnaire (Parent View) and the views expressed by parents who spoke with inspectors at the start of the school day, as well as the response to the school's own questionnaire to parents.

Inspection team

Michael Bartleman, Lead inspector

Additional Inspector

Fiona Robinson

Additional Inspector

Full report

Information about this school

- This school is a smaller-than-average sized infant school.
- The majority of pupils come from a White British background.
- A small proportion of pupils join the school at times other than the start of term.
- A high proportion of pupils come from service families.
- The proportion of pupils who start at the school speaking English as an additional language is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils eligible for free school meals, those in local authority care and those from service families) is above average.
- No pupils are presently attending any off-site alternative provision.
- The Early Years Foundation Stage is made up of two Reception classes.

What does the school need to do to improve further?

- Increase the proportion of teaching which is outstanding by:
 - sharing more widely the outstanding examples of teaching that exist in the school
 - making sure that more-able pupils are always given enough demanding work to do
 - giving pupils more chance to learn at their own pace
 - allowing time for pupils to follow-up teachers' comments in marking.
- Improve pupils' progress in writing by making sure that:
 - school plans to raise attainment in writing are carried out in full
 - activities in lessons help pupils to improve their skills in spelling, punctuation, grammar and sentence construction
 - teachers take every opportunity to show and explain good writing examples and expect pupils to write neatly
 - pupils write at length in a range of subjects.

Inspection judgements

The achievement of pupils

is good

- Pupils' achievement has improved since the previous inspection. From starting points that are below those expected for their age, particularly in communication, literacy and language, pupils make good progress to achieve average standards by the end of Year 2.
- Children make good progress in the Reception classes because of the good teaching by both the teachers and the teaching assistants. Structured activities and the good use of the inside and outside resources are having a significant impact on children's personal development, as well as encouraging number and language skills.
- All groups of pupils, including those who join mid-way through the term and those from service families, make good progress because of good teaching and highly effective transition arrangements for pupils joining and leaving the school. Attainment in reading and mathematics has risen because of many measures, including a focus on calculation, parental workshops and effective one-to-one support led by teaching assistants.
- Writing tasks often start with a considerable amount of discussion, which develops pupils' grasp of language and widens their vocabulary well. However, presentation is not always neat enough and some pupils are not given enough help to become independent with their spelling, punctuation and sentence construction or to write at length in a range of subjects. Although improving, progress in writing is not as rapid as in reading or mathematics.
- A more practical approach in mathematics and a greater emphasis on investigation are leading to major improvements across the school. Better questioning by teachers is encouraging pupils to think about different approaches to solve the problems they are set. A greater proportion of pupils are now making faster progress than in previous years.
- Pupil premium funding is spent on additional pastoral support and extra teaching assistants. As a result of this, eligible pupils make at least good progress and achieve better than their classmates and similar pupils nationally in their social and educational development.
- Disabled pupils and those who have special educational needs are supported by well-trained teaching assistants which results in good progress for most pupils. The additional support that these pupils receive is managed very effectively and is matched well to pupils' individual needs.
- Pupils achieve well in reading. They have a good grasp of the sounds that letters make (phonics) and most are competent readers. By the end of Year 2, their attainment in reading is above average. The large majority of pupils in Year 1 reached the required standard in last year's national reading check, which was above average.

The quality of teaching

is good

- Teaching has improved since the previous inspection and is now good. An increasing number of lessons are outstanding, although not all teachers have had the opportunity to learn from the examples of the very best teaching in the school.
- Teachers know their pupils well so their lesson planning generally matches pupils' different abilities. However, in a small minority of lessons, teachers do not always make sure that more-able pupils are fully stretched, which slows their learning.
- Teachers aim high and plan learning that motivates pupils. Pupils in Year 1 spoke enthusiastically about their study of 'The Titanic' and The Olympic Games, while Year 2 pupils spoke about the 'Roald Dahl' theatre visit and their increasing use of new technologies.
- One-to-one support develops pupils' personal and social skills exceptionally well so that they are ready to learn and make good progress.
- Questioning is used well to deepen pupils' understanding. This was seen in the Reception class when children were expressing their ideas about a recent visit to an aquarium. The classteacher skilfully used questioning to extend their learning.

- Where the teaching is outstanding, teachers plan tasks that rapidly build on what the pupils are already able to do. All groups of pupils are fully engaged throughout and make good and better progress. In an English lesson in Year 2, for example, pupils were able to work together to write reports on 'Charlie and the Chocolate factory' and to talk at depth about the best way to approach the activity.
- Although teaching has improved as a result of staff training, there are still a few inconsistencies across the school. Teachers do not routinely show pupils how to write well. Marking is used to encourage pupils but does not provide guidance that is precise enough to help them improve their work.
- Reading is well taught with the result that standards at the end of Key Stage 1 in 2012 are above average. The school library is attractive, well stocked and used regularly by pupils to feed their enjoyment of reading.
- Disabled pupils and those who have special educational needs, along with those known to be eligible for the pupil premium, and those who are new to the school, are all well supported in their learning. Teachers and teaching assistants plan and work closely together to help these pupils make good progress.

The behaviour and safety of pupils are good

- Pupils behave well in class and around the school. They are keen to learn. Behaviour and safety are not yet outstanding because attendance is broadly average and there are occasions where the behaviour of a few pupils interrupts the flow of learning.
- Assistance for pupils and their families is well organised and highly effective. Parents said that staff are very supportive and know their children extremely well.
- The school is seen, very much, as the centre of its community. Relationships across the school and with parents and the local community are strong.
- Pupils' respect for adults and each other, and their clear understanding of how they are expected to behave, are good features of lessons. Pupils say they like the rewards they get for good work and behaviour.
- The school fosters good relations with a number of outside agencies to support pupils and their families whose circumstances make them potentially vulnerable. Attendance has improved and is now broadly average.
- Parents said their children are safe and well cared for. Many who spoke to inspectors praised the school in the way it fulfilled its vision of 'Every Child Matters'. This view is reflected in the confidence expressed by pupils that they are safe at school and that any bullying is dealt with effectively.
- Pupils have a good knowledge of different forms of bullying and have great trust in the headteacher and staff to solve any difficulties that may arise.
- Pupils are helped to manage everyday risks for themselves, such as those associated with technology, fire, water and road safety. This means they know how to stay safe.

The leadership and management are good

- The good leadership of the headteacher gives a strong and clear direction to the school. After a number of staff changes, she is supported effectively by other senior leaders and governors which is leading to higher standards and improvements in teaching.
- All staff expect the best of pupils and of themselves and there is a strong sense of teamwork. Leadership and management are not yet outstanding because some staff are new to their posts and there is still more to be done to raise attainment in writing.
- All leaders have helped to create a calm and caring environment in which pupils are nurtured exceptionally well. They make sure that pupils requiring additional support are identified quickly

and given the assistance they need to boost their performance.

- Rigorous checks are made to find out how well pupils are doing. Senior leaders routinely check that all pupils are on track to make good progress from their starting points.
 - The headteacher manages the performance of teachers effectively, with clear links between the salary that teachers receive and pupils' good progress. Specific training and coaching is used to improve weaker aspects of teaching.
 - Leaders and managers know the school well. There are clear plans to make it even better. The school's consistent, marked improvement over time shows its capacity to improve further.
 - Teachers in the Early Years Foundation Stage have good links with local pre-schools so that the transition into school is smooth. Pupils who are new or who arrive at times other than the start of the term are well supported and quickly included in the life of the school.
 - The presence of the headteacher and deputy headteacher around the school is highly effective in cementing strong relationships with parents. It was evident during the inspection that both leaders knew the pupils and their families extremely well.
 - Staff strive to involve parents fully in their children's learning. This reflects the determination of staff to see that all pupils have an equal opportunity to succeed, and their refusal to accept discrimination of any kind.
 - Teaching programmes are broad and balanced. Pupils' learning is enriched well through a wide range of visits and after-school activities. These activities, and the opportunity for reflection in assemblies, support pupils' spiritual, moral, social and cultural development well.
 - The school works effectively with a range of schools in the local area, which provides additional opportunities for moderation of work, support for pupils and for teacher training.
 - The local authority has provided much support during the recent staff changes. Regular checking of the school's work, and access to good quality training for all staff to improve their subject knowledge, has contributed well to improvements in teaching.
 - **The governance of the school:**
 - The governing body is supportive of the school and is well informed about areas for improvement. Its members are fully involved in checking progress and in holding leaders and staff to account, particularly through the improvement plan. They are aware of the quality of teaching and understand the information regarding the progress of pupils in the school and how this compares with all schools nationally. They know about how teachers' performance is managed and are able to make sure that teachers' salary increases are based on effective teaching. They also tackle underperformance when required. Governors make sure that the robust procedures for safeguarding meet statutory requirements. They are active in overseeing the use of the pupil premium funding and seeing that it is effectively spent on eligible pupils. Governors make sure they keep up to date with professional training and regularly visit the school to see what is going on so that they can make informed decisions at meetings.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116168
Local authority	Hampshire
Inspection number	401568

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	155
Appropriate authority	The governing body
Chair	Chris Steel
Headteacher	Debra Redpath
Date of previous school inspection	7–8 July 2010
Telephone number	01329 280807
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