

# Inspection of Rowner Junior

Tichborne Way, Rowner, Gosport, Hampshire PO13 0BN

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Inspection dates: 11 and 12 October 2022

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Outstanding**

Leadership and management

**Good**

Previous inspection grade

Not previously inspected under section 5  
of the Education Act 2005

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

There is a shared sense of pride about being part of 'Team Rowner'. Leaders combine a strong sense of nurture with high expectations for pupils. Staff know the school community well and use this knowledge to create strong relationships. This allows all pupils to feel supported and achieve well. Families recognise the lengths leaders and staff go to. They too see themselves as part of 'Team Rowner'. As one parent said: 'Rowner Junior is one of the most caring and nurturing schools I know. The children are at the centre of everything they do. The opportunities available, not just within the school day, are second to none. It is more a way of life than a school.'

Leaders focus on promoting behaviour which supports learning. As a result, pupils behave well and work hard. Pupils feel safe and happy due to the many systems in place to support them. They know that staff help them with their friendships and will address any unkind behaviour or incidents of bullying.

Pupils are excited to join one of the many school clubs. The popular 'Dance Live' and construction clubs regularly enter local and national competitions. Their success is shared with pride across the school community.

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

Pupils and staff benefit from being part of the trust. The trust's values around 'Gosport Futures' sit at the heart of the school and are well known by staff. There is a clear sense of feeling part of a wider team and how this includes Rowner Junior. Pupils get to participate in many activities across the trust. Staff gain from professional learning opportunities. Leaders at all levels share a united vision to provide a high-quality education for all pupils.

The curriculum is broad and ambitious for all pupils. In most subjects, leaders have set out what pupils need to learn and remember. In these subjects, teachers carefully assess and develop pupils' knowledge and skills as they move through the school. The skilled special educational needs and/or disabilities (SEND) team ensures that teachers know how to identify pupils who need additional help. This help is then shaped through a highly personalised approach, drawing on expertise from external agencies when necessary. As a result, pupils with SEND are well supported with their learning across the curriculum.

However, in a very few foundation subjects, the curriculum is still being developed. In these subjects, teachers sometimes focus more on creating enjoyable activities rather than the intended learning. As a result, the essential knowledge that pupils need to learn and remember is not always clear. Leaders' plans to improve this are under way, but not yet complete.

Leaders prioritise reading across the school and pupils read well. They have identified an increased need to make sure that all pupils joining the school in Year 3 have the phonics strategies they need to be able to read fluently. Leaders have ensured that most staff are trained to teach phonics well and pupils read books which match the sounds they are learning. Across the curriculum, teachers select books which add to pupils' experiences and then help them with their writing. For example, pupils clearly apply their reading knowledge when writing character and setting descriptions. Pupils greet the book swap trolley with delight and enjoy visiting their well-stocked library.

Leaders' actions to develop pupils' well-being and character are impressive. There are strong systems to identify pupils who need emotional support. Staff within the 'The Hive', and across the school, are skilled at providing this help. Leaders keep a sharp focus on how this benefits pupils with their learning. In lessons, teachers encourage all pupils to debate and discuss issues. As a result, pupils are confident and articulate when presenting their opinions. Pupils listen carefully and are unafraid to challenge each other's views in an appropriate way.

Some pupils do not benefit fully from all the school offers. They do not attend regularly enough. Leaders have strategies in place to support families and improve attendance. They are intensifying this support to continue to improve pupils' attendance.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are thorough in their approach to safeguarding. They ensure that all staff are trained in how to identify and report any concerns they may have about pupils' welfare. Safeguarding records are well organised and allow leaders to pass on concerns to other agencies when appropriate. Leaders check that appropriate support is provided for families. Pupils know how to identify risk and keep themselves safe. They talk with confidence about their safety in relation to the internet, strangers, roads and fire. Trustees carefully monitor and check on the school's safeguarding procedures and resulting actions.

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

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

- In a few foundation subjects, the curriculum is not fully developed. As a result, pupils cannot always remember key knowledge and make links with their previous learning. Leaders need to embed the development of clearly sequenced knowledge and skills in these subjects.
- Some pupils do not attend school regularly enough. This affects their learning and well-being. Leaders need to ensure that strategies to improve attendance remain a high priority and that they keep a careful check on their effectiveness.

## 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>	146244
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10241576
<b>Type of school</b>	Junior
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	207
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Cris Beswick
<b>Executive Headteacher</b>	Georgina Mulhall
<b>Website</b>	<a href="https://rowner.gfmat.org">https://rowner.gfmat.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Rowner Junior converted to become an academy school on 1 September 2018 as part of the Gosport and Fareham Multi-Academy Trust (GFM). When its predecessor school, Rowner Junior School, was last inspected by Ofsted it was judged to be requiring improvement overall.
- The school does not currently use 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.
- The inspection team met with a GFM Education trustee, the trust's director of schooling and senior leaders from across the school and the trust. The lead inspector had a call with the chair of the GFM Board.

- Inspectors carried out deep dives in these subjects: reading, mathematics, history and religious education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the school's designated safeguarding leader and a trustee who has responsibility for safeguarding. Safeguarding records and procedures were checked and tested through document review and in discussions with pupils and staff.
- An inspector met informally with parents and carers at the start of the school day. The inspection team took account of 23 responses to Ofsted's online questionnaire, Parent View.
- The inspectors considered the responses to the confidential staff survey and spoke to a range of staff about their views of the school.
- The inspection team met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.

### **Inspection team**

Kate Fripp, lead inspector

His Majesty's Inspector

Carl McCarthy

His Majesty's Inspector

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