

Serco Inspections
Cedar House
21 William Street
Edgbaston
Birmingham
B15 1LH

Ofsted
T 0300 123 1231
Text Phone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Serco
Direct T 0121 683 3888



29 September 2011

Mrs C Clayton
Headteacher
Winklebury Junior School
Willoughby Way
Off Winklebury Way
Basingstoke
RG23 8AF

Dear Mrs Clayton

Ofsted monitoring of Grade 3 schools: monitoring inspection of Winklebury Junior School

Thank you for the help which you and your staff gave when I inspected your school on 28 September 2011, for the time you gave to our planning meeting and for the information which you provided before and during the inspection. Please also pass on my thanks to the Vice Chair of the Governing Body, the senior staff and the pupils who took the time to meet me during the day.

The school has experienced significant changes since its last inspection. The headteacher joined the school in September 2010 as Head of the Federation of Winklebury Infant and Junior Schools. A revised school leadership structure has been implemented and appointments made to the senior and middle leadership team. A new Chair and Vice Chair of the Governing Body have been appointed and several new governors have been recruited. Most members of the teaching staff have joined the school since its last inspection. The school roll has continued to fall and this has led to a reduction in the number of classes to five.

As a result of the inspection on 22 June 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made inadequate progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

On taking up her appointment, the new headteacher quickly gained a clear idea of both schools' strengths and areas for development and dealt effectively with pressing issues, such as a significant budget deficit and improving the security of the school sites. She recognised the need to delegate some key responsibilities. However, as all of the members of her leadership team were new in post or lacked



experience, they were not able to make a full contribution to the leadership and management of the school, and the pace of change slowed. Consequently, the progress made in improving outcomes for pupils has been limited and progress against the areas identified by the last inspection has been uneven. The headteacher, with the support of the local authority, has worked hard to develop her team over the last year. Training has led to greater clarity of roles and responsibilities for senior and middle leaders and a better understanding of their individual accountability for different areas of the school's work. New systems and policies have now been introduced, but many of these are at an early stage of implementation and have not had a significant impact on improving provision.

Attainment has fluctuated since the last inspection. In the most recent national tests the percentage of pupils achieving expected levels in English and mathematics remained below the national average, but was much better than in the previous year. The percentage of pupils attaining Level 4 or above in both English and mathematics was at its highest level for four years. School data indicate that across the school, attainment is broadly average and improving. However, the pattern of progress in each year group is uneven. There is evidence of accelerated progress being made by some groups, especially in reading, but progress in writing remains below expectation. Closer monitoring of pupil progress by senior leaders now enables any under-achievement to be spotted and addressed more quickly.

The school acknowledges that it has not been successful in improving the attendance of pupils since its inspection last year. This is now a high priority for school leaders. The improvement plan for this academic year has challenging targets for attendance and details the robust actions that will be taken. The higher-than-average rate of fixed-term exclusions has had an impact on overall levels of attendance. The school is receiving support from the local authority Behaviour Support Team to work with the few pupils who have significant emotional and behavioural needs and are at risk of exclusion. Overall, behaviour in lessons and around the school is satisfactory. Pupils understand the school's behaviour policy and the 'rainbow' system and they say it is applied consistently and fairly.

The school has begun to develop its curriculum and pupils say that recent topics such as 'Bones' are more fun. There is evidence that teachers give their pupils more opportunities to write for different purposes in other subjects, and the purchase of laptop computers allows pupils to develop their skills in information and communication technology more effectively. The school has also made some progress in widening pupils' experiences of other cultures and enhancing its links with the local community.

The quality of teaching remains satisfactory overall and there is a lack of consistently good practice across the school. Teachers generally ensure that their pupils understand the learning objective of the lesson and regularly give them the opportunity to share ideas with 'talk partners'. However, some teaching fails to engage pupils, especially in English lessons. The classroom environment is well

ordered and bright, but written prompts to support pupils' learning on 'working walls' are too small and cannot be read from across the room. Teachers' marking is generally thorough and is most effective when it informs pupils about their next steps in learning. Current systems for monitoring the quality of teaching are not sufficiently robust. Regular lesson observations have taken place and staff have received oral and written feedback, but teachers have not been given clear targets for improvement that are then followed up at the next observation.

The new Chair and Vice Chair of the Governing Body have brought a wealth of knowledge and experience from previous roles and already show a good understanding of the school's current position. They, together with their fellow governors, demonstrate resolve and determination to support the drive for school improvement. The school has been well supported by the local authority and in particular by the involvement of the Leadership and Learning Partner whose monitoring visits have given the school clear guidance on the next steps for improvement.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Melanie Knowles
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in June 2010

- Improve the quality of teaching in order to accelerate progress in writing in all years by ensuring that:
 - targets and marking are sharply focused on what pupils need to learn next
 - all tasks are carefully matched to the needs of pupils of all abilities, particularly those with special needs and/or disabilities.

- Provide a rich range of exciting and interesting opportunities for pupils to:
 - develop and use their ICT skills in a range of contexts
 - practise and enhance their writing skills throughout the curriculum.

- Take all possible steps to reduce the absence of pupils who do not attend school regularly.

- Promote a greater awareness of community cohesion by broadening the range of opportunities for pupils to learn about and appreciate the diversity of communities and cultures within modern society.