

Wimborne Infant School

Inspection report

Unique reference number	116212
Local authority	Portsmouth
Inspection number	379216
Inspection dates	24–25 January 2012
Lead inspector	Michael Pye

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	200
Appropriate authority	The governing body
Chair	Andy Horner
Headteacher	Julie Cragg
Date of previous school inspection	9 October 2008
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Age group	4–7
Inspection date(s)	24–25 January 2012
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Introduction

Inspection team

Michael Pye

Additional inspector

Deidre Crutchley

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 11 lessons, including four sessions involving linking sounds and letters. They also heard pupils read. A total of seven teachers were seen. Inspectors spoke to parents and carers and held meetings with members of the governing body, pupils and staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at data relating to pupils' attainment and progress. The school's development plan, lesson and curriculum plans, governing body documentation and school policies and procedures, particularly those relating to the health and safety and safeguarding of pupils, were scrutinised. Inspectors also looked at 63 questionnaires completed by parents and carers as well as those returned by staff and pupils.

Information about the school

Pupils in this average-sized infant school come from a predominantly White British background. The largest minority ethnic group consists of pupils from an Indian heritage. The proportion of pupils who are disabled or have special educational needs is currently below average. The main group consists of pupils with speech, language and communication difficulties. Currently, the number of pupils with a statement of special educational needs is below average. The proportion of pupils known to be eligible for free school meals is below average. The Early Years Foundation Stage provision is through two Reception classes and, currently, a mixed Reception and Year 1 class.

Last year, the school experienced some disruption in staffing at both classroom and senior management levels. The school has been nationally recognised through gaining the Artsmark and enhanced Healthy School status.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This school provides a satisfactory education for its pupils. While over time pupils' achievement has been satisfactory, this is an improving school with evidence now of good progress in each year group, including the Early Years Foundation Stage. One parent echoed the views of others when writing, 'Wimborne has exceeded my expectations. My son is very happy and doing well.' The pupils attain average standards overall and in writing and mathematics but reading is above average by the end of Year 2.
- Over time, the quality of teaching is satisfactory, but inspectors confirm the school's view that teaching is increasingly good. Not all teachers are sufficiently adept at using assessment data to plan work that challenges pupils of different abilities. Also, the use of short consolidation periods during lessons to ascertain the extent of pupils' understanding is not used consistently. Teachers use questioning to identify how well pupils have understood their work but not all teachers use this to challenge pupils to think more deeply.
- The behaviour and safety of pupils are good, both over time and during the inspection. Pupils feel safe and are convinced that the school deals effectively with any incidents of poor behaviour.
- Given the outcomes, leadership and management are satisfactory. There are growing strengths in many areas for both senior and middle leaders. However, there are inconsistencies in the degree to which subject leaders use criteria against which progress can be measured in their development plans. Furthermore, not all have a deep enough knowledge of the progress across the school in their subject area.
- Members of the governing body visit the school and have a secure knowledge of its strengths and areas for development. Their ability to act as a 'critical friend' is not maximised because not all governors have sufficient knowledge of how to interpret assessment data.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Improve teaching so that 80% is consistently good or better by July 2012, and as a result, improve attainment in writing and mathematics, by:
 - making sure assessment information is used to plan work that challenges pupils of all abilities, particularly more-able pupils
 - ensuring that consolidation periods in lessons identify any gaps in learning which can then be addressed
 - using questioning that consistently challenges all pupils.
- Maximise the impact of leaders and managers by:
 - ensuring that all have a clear and secure knowledge of levels of progress and attainment throughout the school in their area of responsibility
 - making sure subject leaders use criteria in their development plans against which any success can be measured
 - ensuring governors have opportunities to receive training in understanding assessment information.

Main report

Achievement of pupils

Children enter Reception with skill levels as expected for their age but aspects of their language and communication skills are weaker. They achieve well and make good progress in literacy and communication through their work on story structure. They leave Reception with most having met or exceeded their early learning goals. From Reception onwards, the school's commitment to delivering a linking sounds-to-letters programme is paying dividends. Readers in Years 1 and 2 are very comfortable with dismantling words into accurate sounds which then enable them to pronounce words such as 'frigidarium'. The majority of pupils are confident readers and tell of their favourite authors. In the past, girls have achieved higher levels in writing than boys but this gap has now closed. In Reception, the children use rich vocabulary to retell the story of *Goldilocks*, while in Year 2, the pupils respond well to the challenge of re-writing an alternative *Little Red Riding Hood* story. The majority use imaginary names well, along with a good range of vocabulary, and write at length about their story characters. They write increasingly accurately, using adjectives and simile in their stories: 'Little Red Riding Hood is as helpful as a doctor because she looks after her poor grandma.' Increasingly more complex sentences and accurate paragraphing are seen in pupils' work in Year 2 based around the story of *The Mermaid*: 'The tunnel was spooky and Matthew, who was nine years old, turned on his torch'.

The school's curriculum gives good opportunities for pupils to write for different purposes. They write diary entries and instructions when creating recipes, with some extended writing. Similar good achievement is now seen in numeracy work where, by Year 2, pupils' understanding of tens, units and hundreds is secure for the majority of pupils. Lower ability pupils show good understanding when they use photographs of everyday objects, such as gates and windows, to identify right-angles.

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Increasingly, middle and higher ability pupils are accurately solving word problems involving number work and money. The majority of Year 1 pupils show good understanding of how to use and apply their mathematical knowledge. Attainment in the 2011 assessments was average in writing and mathematics. By the end of Year 2, reading standards are above average. This reflected satisfactory progress for pupils, including those from minority ethnic groups. In 2010, attainment was well above average. Some pupils with special educational needs did not do as well as their peers in 2011. This reflected a particular cohort of pupils and currently, disabled pupils and those with special educational needs are achieving well.

The vast majority of parents or carers who returned the questionnaire believe that their children make good progress. One parent reflected the views of others when writing, 'We are absolutely thrilled with our daughter's progress at Wimborne Infants.'

Quality of teaching

Recent disruptions in staffing have contributed to the satisfactory quality of teaching and the dip in pupils' progress. The vast majority of parents or carers returning the questionnaire judged teaching to be good. Inspectors agree that the number of good lessons is now increasing and achievement rates are improving, but some inconsistencies remain. A Year 2 numeracy lesson was planned well, using assessment data to set appropriate work so that all groups of pupils were able to access their learning about 3D shapes. Not all lessons focus on challenging pupils of different levels of ability. Good pace was evident in a literacy lesson because the teacher used information and communication technology well to illustrate a story and focus pupils' attention. A Year 1 lesson saw some good intervention from the teacher to deepen learning about characters and adjectives, but some teachers' questioning did not consistently challenge pupils sufficiently. The use of times for consolidation to aid ongoing assessment of learning and to promote pupils' reflection is insufficiently developed.

The social development and self-esteem of pupils are boosted when they work in pairs and groups. Reception children cooperated well when using puppets and pretending sand was porridge when retelling the *Goldilocks* story. Personal and social education lessons allow pupils to discuss moral and other issues, and the pupils say they enjoy this work. The use of talk-partners during a Year 2 English lesson provided a good example of the curriculum supporting the development of speaking and listening skills. Opportunities to reinforce basic skills through the curriculum themes are good and the development of vocabulary is reinforced well by the numerous word posters around the school. High quality relationships and mutual respect ensure that pupils are eager to answer. High expectations result in pupils taking a pride in their work. Teachers' feedback about homework and work in lessons is good and clearly shows pupils how to improve. Regular homework is set and contributes well to the reinforcement of pupils' basic skills.

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Behaviour and safety of pupils

All parents and carers returning the questionnaire believe their children are safe. This is reflected in above average attendance levels. Pupils agree and know how to keep safe. They have a good understanding of road and water safety. Punctuality to lessons is good. Healthy School status helps ensure pupils' good understanding of how to stay healthy. Pupils say that they cannot remember bullying happening. They are able to talk about types of bullying, using phrases such as, 'It's about hitting people' and 'Being mean to people'. They also know about internet safety. Inspection evidence, together with school records, demonstrates good ongoing behaviour, with no exclusions or racist incidents being recorded. In discussions, pupils say they feel safe from bullying and that behaviour is good. On occasions, a small minority of pupils are off-task in lessons, which slows their progress.

There is a caring ethos in the school and pupils show each other respect. Adults reinforce well such messages through effective modelling.

Provision for pupils with specific educational needs is good. Learning assistants are proactive and support individuals and groups well, particularly in reading and with regard to linking sounds and letters. In Reception, children enjoy the various experiences and show growing social and moral development when learning together. Pupils willingly help around the school and in the community, acting, for example, as school councillors. Case studies reveal that the school accesses a good range of external agencies on behalf of pupils and their families. The school is successful in lowering and removing barriers to learning.

Leadership and management

Improvement since the last inspection has been mostly satisfactory but some aspects have been good. A clear approach to assessment has been embedded, with a good level of evaluation of trends in the progress of different pupil groups, which reinforces well the school's commitment to equal opportunity. Teachers are more accountable for their pupils' progress. Improvements to the outside area in the Early Years Foundation Stage support their developing literacy and numeracy skills through a better range of outdoor resources. Subject leaders are developing their skills but there are inconsistencies in their knowledge of pupils' progress across the school in their areas of responsibility and in using measurable success criteria. There is an improving picture of teaching. With appropriate professional development, teachers receive valuable feedback from senior managers on how to improve their practice. These factors, together with the levels of attainment in reading, the sustained levels of good progress in the Early Years Foundation Stage and the good behaviour, all support the school's satisfactory capacity to improve.

More stable staffing has resulted in greater inclusion for pupils. A teaching assistant is now part of the leadership team. A shared vision based on improving progress and teaching has been established. Governors gain a secure knowledge of strengths and of areas for development. They check safeguarding requirements and oversee well

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the school's health and safety records. Essential checks regarding child protection and health and safety are carried out methodically. Governors act as 'critical friends' but their understanding of assessment data is insufficiently developed and they acknowledge a need for further training.

School leaders have established a sound curriculum. It meets pupils' differing needs and provides numerous opportunities to reinforce basic skills. The impact of a national award is seen in the pupils' art work. The positive impact of the school's good work in tackling discrimination and promoting equality is reflected in pupils' positive views about respecting others. The curriculum undoubtedly promotes pupils' spiritual, moral, social and cultural development well. Their cultural awareness is extended well by, for example, their work on Hinduism, although some opportunities are missed to further promote a knowledge of other countries and different cultures. Communication with parents and carers is good, and the majority of those responding to the questionnaire agreed that they are kept well informed.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



26 January 2012

Dear Pupils

Inspection of Wimborne Infant School, Portsmouth PO4 8DE

You may remember our recent visit. You were eager to tell us about your school and we listened carefully to what you told us. We believe yours is a satisfactory school. This means it does some things well and other things could be improved.

There have been changes in your school. In the recent past, you had satisfactory teaching and your progress was satisfactory. Lessons now are usually good and this means that the majority of you are making better progress. Well done! We listened when you told us that your teachers give you good guidance about how to further improve your work. While you are often challenged by the work set, we have asked that your teachers plan work that ensures you make good progress in all lessons. You could help by telling them when you find the work too hard or too easy. We also saw for ourselves that teachers use questioning to ensure you understand the work. We have asked that they challenge you to think even more deeply and provide more regular opportunities to check on your understanding during lessons.

You behave well and you told us you feel safe. You also told us that if there are any incidents, then you know the school will act to help you. You also told us that you really enjoy the projects that you are set, that lessons are 'fun' and that you enjoy school. Your above average attendance shows this is the case.

Your headteacher leads the school well and, like the other adults, wants things to improve even more. The school makes good plans for the future but we have asked that all leaders make sure they can accurately see the improvements made by any changes they introduce. We have also asked that they all have a clear understanding of how well you are doing in their subjects. The governors have been asked to learn more about how to use the information they have on your work to give them a better understanding of the school.

Thank you again, and I wish you all the best for the future.

Yours sincerely

Michael Pye
Lead inspector

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