

# Wimborne Junior School

## Inspection report

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<b>Unique reference number</b>	116217
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	379217
<b>Inspection dates</b>	26–27 January 2012
<b>Lead inspector</b>	Jacqueline Marshall

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	300
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andy Urquart
<b>Headteacher</b>	Carina Jacobs
<b>Date of previous school inspection</b>	10 October 2008
<b>School address</b>	Wimborne Road Southsea PO4 8DE
<b>Telephone number</b>	02392 733784
<b>Fax number</b>	02392 873744
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<b>Age group</b>	7–11
<b>Inspection date(s)</b>	26–27 January 2012
<b>Inspection number</b>	379217



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## Introduction

Inspection team

Jacqueline Marshall

Additional inspector

Frances Hurd

Additional inspector

Tom Donohoe

Additional inspector

This inspection was carried out with two days' notice. The inspectors visited 17 lessons, observing 13 teachers and held meetings with groups of pupils, staff, school leaders and representatives of the governing body. 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 the school's documentation: policies, including those relating to safeguarding, data on pupils' progress, attendance figures and the school's improvement planning. They scrutinised pupils' work and evaluated 89 questionnaire responses received from parents and carers, 97 from a sample of pupils and 28 from staff.

## Information about the school

This is an average-sized junior school. Most pupils are of White British heritage; others are from a range of minority ethnic backgrounds. The proportion of pupils who are disabled or who have special educational needs is above average. The proportion of pupils known to be eligible for free school meals is average. A very small minority of the pupils speak English as an additional language. The school meets the government's current floor standard.

The school has achieved a number of awards. These include Healthy School status and the Arts Mark Gold Award. The headteacher took up her post in September 2010. All but one of the senior leadership team are new to their role since the previous inspection. The school is currently managing two staff absences and has three newly qualified teachers.

**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

<b>Overall effectiveness</b>	<b>4</b>
<b>Achievement of pupils</b>	<b>4</b>
<b>Quality of teaching</b>	<b>4</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>4</b>

## Key findings

- In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.
- Achievement is inadequate because of the slow progress many pupils make in writing and mathematics. Teaching has failed to provide sufficient pace and challenge year on year and the curriculum does not ensure that pupils practise their writing well enough in other subjects.
- Some improvements have been made since the previous inspection, for example, girls' progress in mathematics. However, the school's actions have not had enough impact on pupils' achievement in writing and in mathematics overall. The teachers' use of assessment has not improved sufficiently.
- Though some teaching is good, too much is satisfactory and, at times, inadequate. Teaching as a whole is inadequate because it is not leading to satisfactory or better achievement. Teachers do not ensure work is sufficiently tailored to pupils' needs and sometimes teaching does not actively engage pupils in their learning.
- Leaders have an accurate understanding of the school's overall effectiveness as a result of checks over the past year on the quality of teaching and analysis of data about pupils. However, while appropriate plans have now been made and the school has begun to address the widespread underachievement, these actions have been recent, and have only just started to result in improvement to pupils' progress. Leadership and management overall are inadequate because improvement has been insufficient.
- Pupils enjoy their time in the school and their attendance is high. Their behaviour and attitudes are satisfactory and pupils feel safe and secure. The

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school enjoys supportive relationships with parents and carers.

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

- Eradicate underachievement in writing by:
  - raising pupils' and teachers' expectations so that when writing, pupils consistently use the writing skills they have learnt in previous lessons
  - planning sufficient time and opportunities for pupils to produce extended pieces of writing and to write for a sustained period of time
  - providing greater opportunities for pupils to practise the skills they have learned in literacy lessons, when writing in other subjects.
- Secure satisfactory or better progress in mathematics by:
  - raising teachers' expectations of what all pupils are capable of achieving in each mathematics group and by ensuring that work is sufficiently challenging, especially for the most able
  - improving teachers' knowledge about pupils' progress in order to better track their achievement and plan work accordingly.
- Accelerate the pace of improvement of teaching so that, by February 2013, teaching is good or better, by:
  - using assessment information to inform planning, so tasks and lessons are well matched to all pupils' abilities
  - improving the pace of lessons so that all pupils are actively engaged and involved in their learning at all times
  - making better use of additional adults in lessons and ensuring their input is carefully planned for.

## Main report

### Achievement of pupils

Attainment is below average, and standards in writing and mathematics are weaker than those in reading. While pupils generally reach average standards in reading by the time they leave in Year 6, for some pupils this represents insufficient progress. Pupils' achievement, particularly in writing and mathematics, is inadequate, with an above average proportion of pupils failing to make the expected progress from their starting points.

Most parents and carers express a high level of satisfaction in the progress their children make. However, a few reflected the inspection evidence, commenting that their children 'could have made better progress'. Inspectors found that for many of the pupils in the school underachievement, particularly in writing, has built up over time without being adequately tackled. The school has begun to address the weaknesses in mathematics. Staff have introduced separate groupings in lessons for boys and girls, and progress for some pupils, particularly in Year 5, has started to

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accelerate because of the targeted support they are now receiving in lessons. Other developments, including newly purchased reading resources and schemes, are starting to raise achievement for the pupils in Years 3 and 4. However, this improving picture is not yet sufficient or consistent enough to eradicate underachievement across the school and raise standards.

Where learning is best in lessons, pupils respond with interest to tasks that are well matched to their abilities. For example, they talk eagerly about what they have learnt and what strategies they might need to solve the problems they are set. Across the school, pupils usually work well collaboratively, explain their reasoning and show resilience in staying on task. However, where work does not challenge pupils, their attitude to learning sometimes dips. Even where pupils are given a range of activities, the most able often choose to complete the less taxing tasks. In one lesson, a group of pupils explained they would do a 'consolidate' activity first and then complete the more difficult 'challenge' activity if they 'had time'.

Those pupils who are disabled or who have special educational needs make similar progress to their peers, in lessons and over time. Their progress often accelerates during intervention programmes that target their needs specifically. Sometimes pupils transfer these skills into their lessons, for example using the skill learnt in a reading group of breaking words into chunks to help spell out an unfamiliar word when part of a whole-class guided reading session. However, the picture is patchy: there are inconsistencies between classes in the level of matched and focused support this group of pupils receive. Additional adults in the classroom are not always used to best effect and their role is not always identified in planning.

### **Quality of teaching**

Although good teaching was observed in several lessons during the inspection, inadequate teaching over time has led to pupils making insufficient progress from their starting points. Teachers' knowledge of the pupils' prior attainment and their associated understanding of the individual pupils' needs have been inadequate, so they have seldom adjusted the planned curriculum to meet the diverse needs in the class.

There has been a recent focus on the use of assessment information to better target pupils' learning. However, while this has had some impact, pupils' progress has yet to improve significantly. In too many classes, learning is not planned to match the differing abilities of the pupils closely enough. As a result, pace is too slow to enable pupils, including the most able, to make up lost ground. A few parents and carers rightly expressed concerns that their children were not being 'stretched or challenged' and were 'getting bored and therefore not wanting to go to school'.

As a result of the school's focus on mathematics, tasks for pupils of different abilities are typically better matched here than in literacy lessons, though expectations of the most able in the groups are not always high enough. Teachers do not all have sufficient mathematical knowledge to identify the steps pupils must take to improve.

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In English, pupils are not always encouraged enough to transfer the skills they have been learning in their lessons into their writing in other subjects or to remember and use their targets whenever they write a piece of work.

Relationships between pupils and adults are satisfactory because teachers try hard to plan interesting activities that engage and motivate pupils in their learning. Teachers generally promote pupils' spiritual, moral, social and cultural development satisfactorily, through a range of topics and through appropriate chances for pupils to work collaboratively. However, in some lessons teachers spend too much time talking or do not engage all the pupils, and so the pace of learning slows. Pupils themselves comment that teachers spend too much time introducing texts or pieces of work, which then leaves them with too little time to get down their ideas or write in as much detail as they would want.

### **Behaviour and safety of pupils**

School leaders' effective promotion of pupils' spiritual, moral, social and cultural development ensures pupils get on well together and show support for one another, regardless of age, gender or ethnicity. Incidents of bullying, though recorded, are not the norm. Pupils are keen to explain how they would deal with a range of types of bullying and know to whom they can turn for help if they need it. A very large majority of parents and carers responding to the inspection questionnaire commented positively on how the school deals with behaviour issues. A large majority of pupils agreed that the school deals with all types of bullying effectively. Behaviour in lessons, while appropriately managed by teachers, does not always reflect that seen around the school. Pupils' attention and attitudes to learning can dip when they are not given interesting and appropriate work and a few quickly lose focus, for example when they stay too long sitting on the carpet. Pupils themselves highlight recent improvements in marking and say that more interesting tasks have been planned in mathematics, whilst contrasting this with writing which they find repetitive and 'boring'. Pupils have a sound understanding of safety and ways of managing risk. Attendance is high as a result of the school's effective systems for promoting it, such as the certificates and awards which are presented in assemblies. These are much appreciated by pupils.

### **Leadership and management**

Leadership and management are inadequate overall, because the decline in achievement and the school's effectiveness since the previous inspection has not been sufficiently addressed. There is not enough impact from the current strategies for improvement to demonstrate adequate capacity to improve. Following her appointment in Autumn 2010, the headteacher set out clear priorities for improvement, based upon accurate checks she and other senior leaders made on how well the school was doing. Improvement has accelerated over this period of time as leadership posts have been filled and roles defined. Weaknesses in teaching have started to be rectified through a programme of professional development and support from the local authority. This has included coaching and modelling of good

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teaching as well as regular lesson observations and feedback to staff. This has been welcomed by a very large majority of the staff and this had some success in raising the quality of teaching. Much is now satisfactory, but some inadequate teaching remains and the school is not yet demonstrating a trend of sustained improvement.

Day-to-day management of the school is efficient. Leaders have good relationships with pupils and parents and carers, who express considerable satisfaction with the school. At a personal level, pupils are treated equally and the school is free from discrimination. However, because of the lack of challenge for pupils, particularly the most able, and their consequent underachievement, equality of opportunity is inadequate overall. The curriculum adequately promotes pupils' spiritual, moral, social and cultural development. For example, it provides them with opportunities to study art from different cultures, participate in the highly regarded Creative Club and to take pride in representing the school in sporting fixtures. However, it is not sufficiently well tailored to meet individuals' needs. As a result, too many pupils, including those eligible for free school meals and those who speak English as an additional language, are failing to make the expected progress in English and mathematics. The governing body is fully supportive of the recent initiatives and improvements introduced by the headteacher. As part of this process, governors have become more challenging in their questions regarding how well the school is doing and what it still needs to do to improve. Safeguarding requirements are adequately met and the safeguarding governor makes appropriate checks on the school's procedures and systems.



## 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](http://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.**



30 January 2012

Dear Pupils

### **Inspection of Wimborne Junior School, Southsea PO4 8DE**

Thank you for talking to us and showing us your work when we visited your school. We were pleased to hear from talking to you, and from your responses in the questionnaires you answered, that you like school. We agree that there have been some changes for the better recently and are glad you like the 'pink think' system of marking your work to help you improve it. Your attendance is high – well done! We think your school gives you the right help so that you know how to behave appropriately and keep safe.

We found that, although there are things to be pleased about at Wimborne Juniors, it does need a lot of extra support in order to put right some of its weaknesses. Overall the school is not providing you with a satisfactory standard of education. It requires what Ofsted calls 'special measures' to help make sure that it improves. Inspectors will visit regularly to check the progress the school is making.

In order to make the necessary improvements, we have asked the adults at your school to do a number of things. We would like them to:

- have high expectations that you will use the skills you have learnt whenever you write. We also want them to give you lots of opportunities for writing longer pieces and for practising and using your writing skills in other subjects
- make sure your lessons in mathematics are always challenging enough, especially for those of you who find mathematics easy
- keep all of you actively involved in lessons and your learning
- make sure the tasks you have match your needs and the help you get from all the adults in your lessons is really helpful.

You can all help by continuing to respect others' values and always using the advice teachers give you on how to improve your work. Thank you again for helping us with our work.

Yours sincerely

Jacqueline Marshall  
Lead inspector

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