

Winklebury Junior School

Willoughby Way, Off Winklebury Way, Basingstoke, RG23 8AF

Inspection dates 12–13 September 2012

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.

- Throughout the school, pupils' progress in reading, writing and mathematics has improved rapidly over the past two years, successfully reversing a history of underachievement.
- The very strong leadership and management of the headteacher and governors have been the main reason for the rapid, but secure, improvement in achievement and teaching.
- The quality of teaching is good overall and outstanding in Year 6.
- An imaginatively designed range of learning opportunities is ensuring that pupils enjoy their lessons and have good opportunities for their spiritual, moral, social and cultural development.
- The issues raised at the last inspection have been successfully resolved.
- The school has a very positive ethos which is reflected in the good behaviour of the pupils. They display positive attitudes towards their learning and enjoy coming to school. The school provides good support for the very few pupils who find it a challenge to behave well and their behaviour has improved rapidly as a result.
- Disabled pupils and those who have special educational needs are well supported and make good progress in reading, writing and mathematics as a result.
- Good teaching of literacy and numeracy skills mean that pupils read widely and are well prepared for the next stage in their education.
- The school works well as a cohesive community and is highly regarded by parents and carers.

It is not yet an outstanding school because

- Despite the good progress made, attainment in writing, especially for boys, is still not high enough.
- The school is going through a period of rapid change and newly appointed leaders have not yet had the opportunity to make a positive impact on the school's improvement journey.
- The provision for teaching information and communication technology, while adequate, is not sufficiently well resourced.

Information about this inspection

- Notice of the inspection was given to the school the day before the inspection commenced.
- The inspector observed teaching in every class. A whole-school assembly and eight lessons, taught by five teachers, were observed. Some lessons were observed jointly with the headteacher.
- Meetings were held with pupils, governors, the headteacher, deputy headteacher and senior and middle managers, and a representative of the local authority.
- The inspector observed the school's work, heard pupils read and scrutinised their work from the current year and from last year.
- The inspector looked at a number of documents including strategic plans, safeguarding arrangements, attendance data, minutes of the governing body meetings, monitoring and assessment data and curriculum plans.
- The views of parents were taken into account through consideration of individual letters to the inspector, scrutiny of the seven responses to the online Parent View survey, a meeting with a representative group of parents and carers and scrutiny of the outcomes of the school's own recent parental questionnaire.
- Staff views were taken into consideration through scrutiny of questionnaires completed by 26 staff members.

Inspection team

Christopher Nye, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- Winklebury Junior School operates as part of a hard federation with Winklebury Infant School, which shares the site. Both schools are led and managed by one federation headteacher, a deputy headteacher and a single governing body. The infant school is the subject of a separate inspection. There is an on-site pre-school provision that is not managed by the governing body, so is not part of this inspection.
- The school meets the government's current floor standards, which set out the minimum expectations of pupils' attainment and progress.
- The school is a smaller-than-average junior school.
- The proportion of disabled pupils and those who have special educational needs who are supported by school action is above average. Similarly, the proportion supported through school action plus is above average, although at the time of the inspection no pupils had a statement of special educational needs. Their needs relate mainly to moderate learning difficulties, behaviour, emotional and social difficulties and speech, language and communication difficulties.
- The school uses the local authority's Broadoaks Nurture Group to support a small number of vulnerable pupils.
- The proportion of pupils eligible for the pupil premium funding is above the national average.
- The school has gone through a period of change and the headteacher and a number of staff have been appointed since the last full inspection. The deputy headteacher and a senior leader had only been in post for two weeks at the time of the inspection.

What does the school need to do to improve further?

- Raise standards further in writing by:
 - raising the attainment of boys' writing across the school
 - increasing the percentage of pupils achieving higher levels of attainment, especially in the upper school
 - ensuring that teaching makes consistent links between skills in reading and writing.
- By December 2012, ensure that newly appointed leaders are making a pro-active and positive contribution to the school's development so that recent improvements are sustained and further built upon.
- Develop pupils' opportunities to access the information and communication technology provision by extending the resource base.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement is good because the progress that they make from their different starting points in reading, writing and mathematics in all year groups has improved rapidly over recent years and compares favourably with other schools nationally. Inspection evidence validates the school's own data that the proportion of pupils making or exceeding the expected progress accelerated last year across all year groups. For example, the proportion of pupils in Year 6 who made or exceeded two National Curriculum levels of progress during their time in the school was 82% in English and 89% in mathematics.
- Such good progress is the result of teaching that successfully motivates pupils and generates very positive attitudes towards their learning, such as by linking activities to real-life situations. For example, in a mathematics lesson on approximation and rounding numbers up to the nearest thousand, pupils were enthusiastically discussing how to calculate the number of hairs on a hamster.
- The school is successfully encouraging pupils to read widely and often. For example, the 'buddy read' sessions, where older pupils share books with younger ones, have a positive impact on pupils' attitudes and achievement in reading.
- Attainment in mathematics and reading is above average throughout the school. The recent Year 6 national test results confirm the school's own assessment that the very large majority of pupils achieved or exceeded the expected level in mathematics and reading. However, in writing, although there is an improving trend, the rate is slower, especially with boys. In addition, in the upper school, too few pupils are achieving the higher levels in writing.
- Because teaching is good and a strong emphasis is placed on developing literacy and numeracy skills across the curriculum, pupils acquire knowledge and understanding across a wide range of subjects. This ensures that they are well prepared for the next stage in their education.
- Parents and pupils express very positive views about learning and progress.
- Disabled pupils, those who have special educational needs and those for whom the pupil premium provides support make good progress. This is because their needs are accurately identified, well-focused individualised support is put in place and teachers and support staff work together effectively to monitor the impact of such support so that pupils' needs are fully met. The local authority's nurture unit is also providing good-quality support for pupils whose behaviour difficulties get in the way of their learning.

The quality of teaching is good

- The quality of teaching in all subjects, including English and mathematics, is good overall, and some, especially in Year 6, is outstanding. This represents a considerable improvement since the last inspection and is the main reason for the rapid improvement in pupils' achievement.
- Pupils who were interviewed by the inspector said that they enjoyed coming to school and felt that teaching motivates them and helps them to make good progress. Parents also express confidence in the quality of teaching.
- The well-designed curriculum supports good-quality teaching and encourages the

development of skills across the curriculum. Lessons are well planned and structured, taking careful account of pupils' previous learning so as to ensure that activities are well matched to their learning needs. Homework supports pupils' learning well.

- Teachers have good subject knowledge, high expectations and make good use of well-focused questioning to challenge and extend pupils' learning and skills. During lessons they undertake accurate on-going assessments of pupils' understanding and adjust their teaching accordingly when misconceptions are identified. As a result, pupils of all abilities make good progress.
- Good teaching and effective planning are helping to develop communication skills and provide good opportunities for pupils' spiritual, social, moral and cultural development. For example, in an outstanding lesson pupils were thoughtfully comparing the 1936 and 2012 Olympics and the differing attitudes towards racism.
- Although phonics (linking letters with the sounds that they make) is taught well, opportunities are sometimes missed to link reading and writing skills more consistently across the curriculum.
- Very good relationships between adults and pupils ensure that there is a positive climate for learning. Learning support assistants work closely with teachers to ensure that the needs of all pupils are met and disabled pupils and those who have special educational needs learn well because they thrive in an atmosphere where all are valued.
- Marking is accurate and provides clear and detailed guidance to pupils on how to improve. Pupils are aware of their targets, which link to learning objectives in lessons. These are closely monitored and a strength is the way in which pupils across the school assess their own work and the progress that they are making towards achieving their targets. This successfully encourages them to take responsibility for their own learning.

The behaviour and safety of pupils are good

- Pupils behave well both in lessons and around school. They are consistently polite to adults and caring towards each other. They express very positive attitudes towards their learning and their school. The pupils are proud of their school and are very aware of, and support, the school's ethos, which centres around the 'three Rs' of 'Rights, Respect and Responsibility'. As a result, the school is an orderly, cohesive and caring community.
 - Parents, staff and pupils feel that, under the leadership of the headteacher, behaviour has improved dramatically over recent years. Very clear policies on how behaviour is managed are rigorously and consistently applied and there has been a dramatic reduction in incidents of extreme behaviour as a result. The very few pupils who find it a challenge to behave appropriately are very well supported and their behaviour has improved as a result.
 - Attendance, which was well-below average two years ago, is now similar to that found in other schools and the number of pupils who are late to school has reduced to minimal levels. This is as a result of a concerted effort by the school and external agencies to work with parents to ensure that attendance improves.
 - Pupils told the inspector that they feel safe and well cared for in school. They have a good awareness of the different forms of bullying, including cyber-bullying, and know how to keep themselves safe and healthy. The school is pro-active in tackling all forms of racism and bullying. Detailed records provide clear evidence of the effective strategies that are used to address such incidents on the rare occasions that they occur.
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The leadership and management are good

- The rapid improvement in teaching and the consequential improvement in pupils' achievement are as a direct result of the commitment and determination of the headteacher and governors to raise standards. In particular, the headteacher has been rigorous in raising expectations and challenging underachievement. She has established a clear vision for the future which is shared by governors, parents and staff. As a result, staff morale has improved and the school has a good capacity to build further upon its recent successes.
 - Monitoring and performance management systems for teachers are securely in place and are effective because they hold teachers to account for the achievement of their pupils. Clear targets link to their pupils' progress and suitable professional development opportunities are provided to ensure that any weaknesses are addressed.
 - Strategic planning is well informed by the detailed analysis of a range of data and evaluations and the resulting improvement plans are of high quality. The school accurately and robustly evaluates its own performance and leaders have a clear understanding of the school's strengths and weaknesses.
 - Very newly appointed leaders have made a very positive start and are already demonstrating an understanding of how the school needs to improve. They are demonstrating a rapid awareness of their key responsibilities but have not yet had sufficient time to make a demonstrable impact upon school improvement.
 - The curriculum is good because it is well planned to ensure that pupils make good progress in reading, writing and mathematics. It is broad and balanced, with a focus on the development of a range of skills across the curriculum. It is imaginatively designed to motivate pupils with a range of curriculum enrichment activities and such topics as 'beneath our feet', 'grow your own' and 'going global'. As a result, the curriculum is effectively promoting pupils' achievement and their spiritual, social, moral and cultural development.
 - Although information and communication technology is taught well, especially in Year 6, the lack of sufficient resources means that opportunities to develop this provision are limited.
 - All safeguarding procedures meet statutory requirements. They are securely in place and are rigorously applied. Leaders effectively promote equality within the school community and are pro-active in tackling all forms of discrimination.
 - The school makes good use of external support to promote pupils' good progress. For example, over the past two years the local authority has provided good support for the school's drive to raise standards.
 - The way in which the school engages with parents and the local community, which was a weakness at the time of the last inspection, is now a strength.
 - **The governance of the school:**
 - is a strength
 - is rigorous and effective in holding leaders to account for pupils' achievement
 - has made a significant contribution to the recent improvement of the school
 - knows the school very well and has a very good understanding of its strengths and weaknesses
 - manages resources well in order to support pupils' achievement.
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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	115858
Local authority	Hampshire
Inspection number	379154

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	130
Appropriate authority	The local authority
Chair	Barbara Rodgers
Headteacher	Christine Clayton
Date of previous school inspection	29 September 2011
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