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3 December 2012

Mrs Carina Jacobs
Headteacher
Wimborne Junior School
Wimborne Road
Southsea
Hampshire
PO4 8DE

Dear Mrs Jacobs

Special measures: monitoring inspection of Wimborne Junior School

Following my visit to your school on 28 and 29 November 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in January 2012. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Progress since the previous monitoring inspection – satisfactory

A newly qualified teacher may be appointed on the condition that mentoring support is provided by Corpus Christi Catholic Primary School.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Portsmouth.

Yours sincerely

Gehane Gordelier
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in January 2012

- 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.

Special measures: monitoring of Wimborne Junior School

Report from the second monitoring inspection on 28 and 29 November 2012

Evidence

The inspector observed the school's work and scrutinised documents including the single central record. All teachers working at the school at the time of the monitoring inspection were seen teaching. All observations of teaching undertaken by the inspector were done alongside either the headteacher or the deputy headteacher. The inspector met with senior leaders, staff, a group of pupils, the Chair of the Governing Body and a parent governor, and the school's local authority Education Officer for Improvement.

Context

Since September 2012, four new teachers started working at the school and two new governors joined the governing body. One member of staff has gone on maternity leave and is being covered by a temporary member of staff. The senior leadership team has been restructured. The school has appointed a new premises manager.

Achievement of pupils at the school

Standards are rising. By the end of July 2012, standards for pupils in Year 6 in mathematics were significantly above average, and were broadly average in English. This shows that pupils made particularly good progress in mathematics, but not enough progress in English, given their starting points in Year 3. However, there was an increase from 2011 to 2012 in the attainment gap between pupils at the school known to be eligible for free school meals and the same group of pupils nationally.

Currently, underachievement in writing is reducing and the progress pupils make in mathematics is continuing to improve for most pupils. The rate of progress is securely good in Year 6. Lower standards in writing, for the oldest pupils, are due to pupils' underachievement in the past. Disabled pupils and those with special educational needs achieve as well as their peers. Good additional support for them in mathematics helps to accelerate their learning. However, there are still not enough strategies to support some pupils of lower ability in mathematics as well as the few pupils learning to speak English as an additional language. This slows their progress.

Teachers have higher expectations of what pupils can achieve as a result of the training and support they have received. However, data about pupils and information from daily assessments are not used routinely by all staff to ensure the needs of all pupils are well met. Pupils appreciate the greater opportunities they now

receive to write and to practise their skills, for example, in topic work. They find the use of editing prompts particularly useful to help them to improve their work.

Judgement

Progress since the last monitoring inspection on the areas for improvement:

- Eradicate underachievement in writing – satisfactory
- Secure satisfactory or better progress in mathematics – good

The quality of teaching

Teaching is improving and this led to the high standards achieved in mathematics last year, and the progress currently being made in writing and mathematics. The teaching observed during the monitoring visit ranged from good to inadequate. Teaching in Year 6 is securely good. In the good lessons observed, teachers asked open questions beginning with 'What if...?' and 'Why...?' They provided pupils with time to think about their answers and opportunities to discuss their ideas with a partner. In these lessons, expectations were high; teachers ensured that learning objectives as well as checklists for pupils remained on display. Planning had been amended to take account of pupils' needs. Pupils told the inspector that they are now provided with a lot more challenge in their English and mathematics lessons.

Weaknesses seen in teaching were characterised by teachers spending too long talking while pupils remained passive. Too few teachers reminded pupils to refer to their learning targets. They did not check pupils' understanding or progress during lessons. Not enough teaching included the use of high-quality visual resources or practical resources. There were insufficient strategies to support the few pupils learning to speak English as an additional language. Furthermore, pupils did not use technology in lessons to support their learning.

Teachers mark pupils' work in English particularly well. Pupils appreciate their teachers' comments about how well they have done and what they need to do next to improve their work.

Judgement

Progress since the last monitoring inspection on the area for improvement:

- Accelerate the pace of improvement of teaching – satisfactory

Behaviour and safety of pupils

Behaviour in and around the school is generally good. Pupils say they feel safe in school and are confident that staff will help them to resolve disagreements. They say there is no bullying or racism in school and understand the different forms this can take. This is underpinned by the school's strong values that promote sincerity,

teamwork, achievement and respect. Some pupils are, at times, noisy and a bit boisterous as they move around the school and at playtimes. However, no unpleasant behaviour was observed during the monitoring visit. Some of the pupils were merely letting off steam having remained quiet and passive in their lessons.

A few pupils were excluded last term due to undesirable behaviour but none has needed to be excluded this term. Levels of attendance are rising and are currently high.

The quality of leadership in and management of the school

The senior leadership team has been strengthened as a result of being restructured. This, together with increasingly good leadership provided by the headteacher, deputy headteacher and the Chair of the Governing Body, helps the school to develop its capacity to improve. The curriculum and literacy leaders make a particularly effective contribution to the senior leadership team. This leads to improvements in the quality of teaching and learning, particularly in writing and mathematics, and rising standards. Senior leaders recognise the need to improve the curriculum to make it more interesting, and to provide more opportunities for pupils to be creative and active while learning.

Senior leaders and managers collect and analyse data and information about pupils, but this is not done regularly enough to further accelerate improvements. Some subject leaders have produced action plans but these do not identify how pupils will benefit from any of the proposed changes. These documents do not include quantified targets against which progress can be measured. Leaders and managers undertake regular monitoring and lesson observations and provide staff with helpful feedback. However, the value added to pupils' learning and the progress made by different groups of pupils is not always formally recorded. The school has not got enough systems in place to ensure that equality of opportunity is promoted well enough for all pupils.

The new committee structure helps the governing body to become more effective in its role. Although improving, governors have yet to become confident at analysing the school's data to challenge leaders and managers about the progress of pupils. The Chair of the Governing body is aware of the need for governors to ensure they meet all of their statutory duties.

The school undertakes appropriate checks to ensure the suitability of staff to work with children.

External support

The quality and impact of support provided to the school by the local authority is satisfactory. There has been good support for the governing body and this has

helped governors to recognise the extent of their role and responsibilities. There has been effective support for year leaders, and this helps key staff to develop their role. The local authority has provided the school with records of visits. However, these do not indicate how well the school is progressing against the key areas for improvement from the section 5 inspection. Nevertheless, the local authority is challenging the school to do better, and has allocated additional funding for some much-needed resources for reading and writing.