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15 March 2013

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 Wednesday 13 to Thursday 14 March 2013, 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 third 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 – good

Progress since previous monitoring inspection – good

No more than two newly qualified teachers may be appointed. However, this is on the condition that mentoring support is provided by a highly effective local school and that arrangements are carried out with the agreement of the local authority.

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 third monitoring inspection on 13 and 14 March 2013**

#### **Evidence**

The inspector observed the school's work, scrutinised documents and met with the headteacher, deputy headteacher, special educational needs coordinator, some teachers and support staff, a group of pupils, the Chair of the Governing Body, a community governor and a representative from the local authority. She also spoke informally to a group of parents and carers at the start of the school day on the second day of the inspection. The inspector reviewed the school's single central record of recruitment and vetting checks. The inspector observed a reading session led by a teaching assistant for a pupil with special educational needs; ten parts of lessons were also observed, most of which were seen jointly, alongside either the headteacher or the deputy headteacher.

#### **Context**

One member of staff in Year 5 has begun maternity leave and the class is being taken by a temporary member of staff. One teacher in Year 5 has left the school and is being covered by a teacher on a fixed-term contract. One member of staff, who was working on a part-time basis in Year 6, has left and been replaced by a new part-time member of staff.

A member of the senior leadership team has relinquished her role. The school is advertising for a new mathematics leader. One parent governor has resigned and the school is currently recruiting parent governors.

#### **Achievement of pupils at the school**

The rate at which most pupils make progress in their reading, writing and mathematics has accelerated since the previous monitoring inspection that took place in November 2012. As a result, older pupils of lower ability are making up for lost ground, especially in mathematics. The year group in which disabled pupils and those with special educational needs are making the most progress is Year 6. However, the progress this group of pupils make, as well as that of the few learning to speak English as an additional language, is variable across the school. Having previously underachieved, pupils in Year 4 are now making better progress this term in English and mathematics. Pupils in Year 3 are not progressing as well as the rest of the school in their writing and mathematics.

Despite good progress in Year 6, the gap in attainment, from pupils' starting points in Year 3, has increased between those for whom the school receives additional funding as part of the pupil premium and the rest of the year group. The pupil premium is additional government funding for pupils known to be eligible for free

school meals, children in local authority care and children of service families. Across the school, the work of girls is generally of a higher standard than that of boys in reading, writing and mathematics. However, girls and boys are now typically progressing as well as each other. The exceptions to this are in Year 5 where girls are making better progress than boys overall, and in Year 3 where boys are progressing more rapidly than girls in mathematics.

Pupils' written work is much improved; pupils know how to write stories that are well structured and include suspense. One pupil told the inspector how the increased opportunities for her to talk about her ideas before committing them to paper has supported her in overcoming the challenges her disability presents, especially with writing. Pupils are getting better at using and applying their knowledge of mathematics to solve problems. However, some pupils told the inspector how unhelpful it is when times tables are not displayed in the classroom, for example when they are trying to work out multiples and factors.

Pupils routinely choose to undertake mathematical activities, including in their spare time, particularly if they are able to use the computer. Many pupils participate in a Portsmouth mathematics competition. Since the second half of this term pupils at Wimborne Junior School have remained in the top three of all schools that participate in the contest.

Parents and carers who spoke to the inspector expressed the view that they are very happy with the progress their children are making.

### Judgement

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

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

### **The quality of teaching**

Although a greater proportion of teaching in the school is now good, the quality of teaching ranges from good with outstanding features to inadequate. Teaching in Year 6 remains securely good and there are pockets of good practice throughout the school. This is leading to the increased rates of progress that pupils are now making. Teachers make much better use of information and communication technology to support and enhance teaching and learning, particularly in writing and mathematics. Teachers typically make good use of talk activities to stimulate pupils' creativity and imagination. This helps to engage and motivate all pupils with their writing.

Teachers spend less time talking than in the past and this provides pupils with more time to complete their work. Teachers typically plan practical activities in which pupils are actively involved in their learning. Although some improvements have been made to the way in which teachers support the few pupils learning to speak

English as an additional language, the good strategies used in some classes are not securely established throughout the school. Furthermore, not all teachers take sufficient responsibility for planning for and meeting the needs of disabled pupils and those with special educational needs in their class.

There is limited guidance for support staff about their role in some lessons and the quality of support provided by teaching assistants remains variable across the school. Where it is good, for example in Year 6, support staff make a very positive contribution to helping pupils secure their basic skills in reading, writing and mathematics. However, in other parts of the school the work of support staff does not always help pupils to make good progress. Pupils of lower ability told the inspector that they would welcome more focused 'group work' led by their class teacher.

When marking pupils' work, teachers generally focus appropriately on how well learning objectives have been met; however, all too often, basic errors in spelling are left unchecked.

#### Judgement

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

- Accelerate the pace of improvement of teaching – good

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

Pupils know how to keep themselves safe. This includes understanding the importance of not providing personal details when using the internet.

Pupils say they are proud of their school. They appreciate the changes introduced that are aimed at helping them to enjoy their learning. They spoke enthusiastically to the inspector about the different trips undertaken, including to the Tower of London.

Pupils like the range of awards they can achieve; these help them to develop high expectations of themselves, including arriving on time at the beginning of the school day. Pupils generally behave well, and when they move around the school there is a calmer atmosphere than previously. However, pupils told the inspector that in some classes a small minority of pupils disrupt the learning of others. They also said that this is not always managed as well as it should be by teachers, and so at times their learning and progress continue to be disrupted.

### **The quality of leadership in and management of the school**

The quality of leadership, management and governance is going from strength to strength. Information and data about pupils are collected and analysed regularly and in great detail. This has enabled senior leaders to promote equality of opportunity

more effectively, to challenge underperformance and to accelerate improvements to teaching and learning. Where shortcomings in teaching are identified these are tackled rigorously.

Leaders, managers and governors have remained sharply focused on the key areas that are in need of improvement. This has raised expectations about the quality of governance as well as of the quality of teaching and support for all pupils. However, the impact of new initiatives, including through additional training for staff, has yet to be fully monitored and evaluated.

Although aspects of inclusion of all pupils have been monitored, there has not been enough focus on the extent to which lesson plans reflect targets identified in the individual education plans of disabled pupils and those with special educational needs. Staff have benefited from coaching and support provided by several of the senior leaders, especially in their teaching of English and mathematics. They would benefit from further opportunities of observing good practice, including how to teach lessons that are consistently good and suitably well planned to meet the needs of all pupils, especially the most vulnerable.

Leaders and managers have an accurate view of the school's developing strengths and remaining weaknesses. The school improvement plan provides a clear sense of direction and deadlines. However, the quality of action plans requires significant improvement. These documents do not currently set targets in advance that need to be aimed for and initiatives do not always link sufficiently well to raising standards. Where evaluations have been provided, all too often these are more descriptive than evaluative. Furthermore, too few action plans identify points at which progress can be checked.

Governors have devised a clear plan of action as well as a strategy to enable them to check how well they comply with all their legal duties. Governors now challenge the school more rigorously about the learning and progress of pupils. They gather information about the work of the school for themselves in order to validate information provided to them by school leaders.

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

### **External support**

The local authority provides the school with good support. This has contributed to the good progress made by the school since last term. The Education Officer has moderated pupils' writing in order to validate the school's findings. The Ethnic Minority Achievement Support (EMAS) team has provided training and guidance for all teaching and support staff. The EMAS team has also undertaken an audit of school resources and made recommendations on how these could be improved.