

Wimborne Junior School

Wimborne Road, Southsea, Hampshire, PO4 8DE

Inspection dates 9–10 July 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement requires improvement because not all pupils achieve equally well in reading, writing and mathematics. This is particularly the case for those pupils known to be eligible for free school meals, as well as disabled pupils and those with special educational needs.
- The quality of teaching requires improvement in Years 3, 4 and 5. In these year groups, more able pupils are not provided with work that is sufficiently challenging and the support for disabled pupils and those with special educational needs is not always of good quality.
- Some teachers and teaching assistants do not encourage pupils to think for themselves or to develop the skills so that they are able to work on their own.
- Not all teachers routinely check on the progress pupils make during lessons and therefore do not adapt their teaching to ensure that the needs of all pupils are met consistently well.
- Too little marking includes guidance for pupils about how to improve their work.
- Lesson plans do not identify how the needs of disabled pupils and those with special educational needs will be met.
- Not all subject leaders track and monitor standards and the progress pupils make in their areas of responsibility.
- The leadership of special educational needs has not ensured that this group of pupils make as much progress as their peers.
- Governors need to monitor even more closely how rapidly gaps in the achievement of different groups of pupils across the whole school are reducing.

The school has the following strengths

- This is an improving school because leadership and management are good.
- Standards are rising and are high in reading and mathematics by the end of Year 6.
- The quality of teaching in Year 6 is securely good and, at times, outstanding.
- Pupils feel safe and develop positive social skills and moral values, leading to their good, and sometimes exemplary, behaviour.
- Links with parents and partnerships with other schools are strong and contribute well to pupils' learning and well-being.

Information about this inspection

- The inspectors observed 16 lessons taught by 13 teachers. Four observations were carried out jointly with either the headteacher or deputy headteacher.
- The inspectors listened to pupils reading and looked at their workbooks.
- Meetings were held with the headteacher, deputy headteacher, senior leaders, three governors, including the Chair of the Governing Body, and a representative from the local authority.
- Inspectors held discussions with pupils and a group of parents.
- The inspectors took account of responses to the school's recent questionnaire to parents. However, too few responses had been registered on the online questionnaire (Parent View) to be available for consideration.
- The inspectors observed the school's work. They scrutinised a range of documents, including those related to tracking pupils' progress, the school's records of checks on the quality of teaching, improvement plans, the school's self-assessment, reports produced by members of the governing body and checks made on staff about their suitability to work with children.

Inspection team

Gehane Gordelier, Lead inspector	Her Majesty's Inspector
Gail Robertson	Additional Inspector
Ken Bryan	Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- Wimborne Junior School is larger than the average-sized junior school.
- The vast majority of pupils are of White British heritage. The proportion of pupils learning to speak English as an additional language and from minority ethnic groups is low.
- The proportion of disabled pupils and those with special educational needs supported at school action is broadly average. The proportion supported by school action plus or with a statement of special educational needs is low.
- The school receives funding through the pupil premium for a broadly average proportion of pupils. This is additional government funding given to schools to support the progress of pupils known to be eligible for free school meals, those who are looked after and those from service families.
- In the last year, there have been changes to the structure and membership of the school's senior leadership team and to the governing body. The Chair of the Governing Body was elected in March 2012. There have also been some changes to staffing.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school was placed in special measures at its previous inspection in January 2012.
- The school was subsequently subject to three monitoring inspections by one of Her Majesty's Inspectors.

What does the school need to do to improve further?

- Improve teaching in Years 3, 4 and 5 so that it is consistently good or better, by:
 - providing more opportunities for pupils to take responsibility for their learning
 - checking the progress pupils make regularly during lessons and making sure that pupils' different needs are continually well met
 - ensuring teachers use a broad range of strategies to support the different ways in which pupils learn
 - ensuring teachers' marking identifies what pupils need to do next in order to improve their work
 - refining teachers' daily planning so that it identifies how the needs of disabled pupils and those with special educational needs will be met.
- Raise the achievement of pupils in reading, writing and mathematics so that all groups make equally good progress by:
 - ensuring that pupils who are more able are provided with consistently high levels of challenge
 - providing pupils of lower ability with visual and practical resources to support their learning, particularly in mathematics
 - helping pupils to develop strategies to improve their spelling
 - ensuring that support for disabled pupils and those with special educational needs is always of high quality.
- Further improve the effectiveness of leaders, managers and governors, by:
 - ensuring that gaps in the achievement of different groups of pupils reduce rapidly across the school

- developing the role of subject leaders so that they track and monitor standards and the progress pupils make in their respective areas of responsibility
 - developing the role of the inclusion manager so that disabled pupils and those with special educational needs always receive good teaching and support so that they achieve as well as their peers.
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Inspection judgements

The achievement of pupils

requires improvement

- The progress that pupils make in writing and mathematics has improved since the previous inspection when it was judged to be inadequate. However, pupils' achievement is not yet good across the school. Although most pupils known to be eligible for free school meals, as well as disabled pupils and those with special educational needs, make steady progress, they do not achieve as well as the other pupils in reading, writing and mathematics.
- Most pupils now make expected progress from their starting points in reading, writing and mathematics; an increasing proportion make good progress, but this is uneven across the school. Gaps in the attainment of different groups of pupils have narrowed this year in Year 6; however, gaps are not closing rapidly enough across the rest of the school.
- Standards are rising, and by the end of Year 6 they are significantly better than in most schools nationally, in mathematics and reading.
- Standards, having been below average in English for the last two years, have improved strongly this year for pupils in Year 6. Consequently, the large majority of pupils now reach the level expected for their age in writing by the time they leave school.
- Pupils in Year 4 and Year 6 make faster progress particularly in writing and mathematics than pupils in Year 3 and Year 5.
- The few pupils from minority ethnic groups, who are learning to speak English as an additional language, mainly make good progress. This is a significant improvement from the beginning of this academic year, when their achievement was inadequate.
- Pupils are catching up with their learning and making up lost ground, but some gaps in pupils' learning still remain.
- Despite the good progress made by pupils in Year 6 for whom the school receives the pupil premium, the difference for this group of pupils is still approximately one year behind their peers in reading, writing and mathematics.
- Pupils enjoy reading and read widely. Those of lower ability use the sounds that letters represent to help them work out how to read new and unfamiliar words. However, pupils do not always think about the meaning of what they are reading and this limits their comprehension of texts.
- Pupils learn to write for a range of purposes such as producing a piece of persuasive writing with carefully chosen vocabulary and extended sentences. However, they do not use enough strategies to help them to spell correctly and so make basic spelling errors.
- In mathematics, pupils are developing their confidence with repeated addition and multiplication; however, they struggle with subtraction and division. Too many pupils cannot tell the time confidently and even older pupils still find it difficult to convert time from a 12 hour to 24 hour clock.
- Some pupils told inspectors that they enjoy their personal, social and health education lessons because they help them to learn how to deal with difficult emotions.
- Parents who spoke to inspectors are pleased with their children's progress. Inspectors found that although an increased proportion of pupils now make good progress, there are groups of pupils across the school who are not achieving as well as others, including pupils in the same classes and year group.

The quality of teaching

requires improvement

- Although teaching is improving strongly, particularly in English and mathematics, the quality is too variable, and there is not enough that is consistently good to ensure all pupils make good progress in all classes and subjects. The exception is in Year 6, where teaching is consistently strong.
- Teaching in Years 3, 4 and 5 does not always ensure that there is enough challenge for those pupils who are more able, particularly during the introductory parts of lessons that are

sometimes unnecessarily long. Teachers and teaching assistants do not help pupils to develop the skills they need to work on their own because they persist in telling pupils what they have to do and how, when this is no longer necessary. At times, this prevents pupils from working by themselves and having the time and space to work things out for themselves.

- Teachers demonstrate that they have good knowledge of their subjects. They ask pupils questions to get them to reflect on their learning and to contribute to class discussions. However, teachers do not always make use of pupils' answers to revise their teaching strategies in order to meet pupils' needs consistently well during lessons.
- Although teachers and teaching assistants routinely encourage pupils to share and discuss their work, few use a wide range of strategies or visual and practical resources to support pupils' learning. In a mathematics lesson in Year 3, for example, pupils of lower ability, including a few with special educational needs, were not encouraged to use the cubes and counters that were readily available to help them to understand the concept of division. This limited the progress these pupils were able to make.
- Teachers plan many opportunities for pupils to write at length and in a range of subjects. They ensure pupils learn about how to structure their writing and the importance of choosing their words carefully. However, they do not encourage pupils to check the accuracy of their work carefully enough. Spelling errors are all too often left uncorrected in pupils' books. Some Year 5 pupils still use capital letters inappropriately, for instance in the middle of a word.
- Most teachers ensure that learning is put into a context linked to pupils' own experiences. This includes looking at percentages during sales when out shopping, or sharing cakes at a party. Links are also made with learning in other subjects. In a good mathematics lesson in Year 4, the teacher helped pupils to link their learning about angles with the work they had been doing in art about Cubism and Picasso.
- Teachers plan a range of activities to meet the different needs of the pupils in their class. These plans include the learning targets for disabled pupils and those with special educational needs. However, the plans do not specify how the targets will be met or worked towards.
- Teachers encourage pupils to assess their own work and that of their classmates. They make good use of targets to help pupils to know what to aim for.
- There are examples of good marking of pupils' work throughout the school. Where this is the case, teachers acknowledge what pupils have done well and provide them with guidance on what they can do to improve further. However, this good practice is not typical across the school.

The behaviour and safety of pupils are good

- Pupils' behaviour in lessons and around the school is good and this helps them to feel safe.
- Where behaviour and attitudes to learning are less than good, it is because teaching does not fully engage pupils' interest or meet their needs. Nevertheless, even in such instances pupils remain biddable and well behaved.
- The way pupils greet visitors and make them feel welcome, such as prospective parents visiting with their children, is outstanding.
- Pupils are polite and well mannered, and this contributes to the happy, harmonious atmosphere in the school. They show consideration for each other's feelings.
- Pupils enjoy taking responsibilities, and members of the school council, as well as the head boys and head girls, are held in high esteem by their peers.
- Pupils know how to keep themselves safe. They recognise the different forms that bullying can take and are especially alert to cyber bullying. They recognise that the use of discriminatory language is not acceptable.
- Incidents of undesirable behaviour are becoming increasingly rare; pupils are confident that the adults in the school will help them to resolve disagreements if needed.
- Most parents agree that the school maintains good levels of behaviour. Inspectors agree with

this view.

- Levels of attendance are broadly average.

The leadership and management are good

- The headteacher, deputy headteacher and Chair of the Governing Body provide strong leadership with a clear sense of direction and a sharp focus on improving the quality of teaching and learning. The drive and vision of these key leaders have raised the expectations of what pupils can achieve and this in turn is leading to higher standards.
- Good leadership and management of what pupils are taught (the curriculum), as well as of mathematics and English, have contributed to the accelerated progress made by pupils this year. Leadership of special educational needs has not been as effective and planning for improvement of this aspect of the school's work is not as strong as, for example, the plans for mathematics and English.
- The senior leaders have a clear understanding of their roles and responsibilities and most are having a good impact on raising the achievement of pupils.
- Senior leaders have provided effective support and challenge to teachers and this has resulted in a better quality of teaching overall.
- The headteacher is not afraid to take difficult staffing decisions in order to eradicate weaknesses in teaching. Only those teachers judged good enough, with a clear link to the progress made by their pupils, have benefited from a pay rise this year.
- The role of subject leaders is underdeveloped; they are not yet contributing as well as they could to the achievement of pupils in their areas of responsibility.
- Leaders know what needs to be done in order for the school to continue to improve. This is communicated clearly in the school improvement plan, which includes appropriate next steps and reflects high expectations.
- Senior leaders are making better use of information about pupils' progress to promote equality of opportunity. However the progress made by some groups of pupils has not been tracked closely enough this year to ensure that all make equally good progress, including disabled pupils and those with special educational needs.
- Rare incidents of discrimination are handled very effectively by senior leaders.
- Leaders and managers are developing an exciting curriculum which is leading to pupils' greater enjoyment of learning. This has, for example, helped boys to engage more enthusiastically with writing activities than has previously been the case.
- Leaders and managers have established strong links with other schools in the locality, sharing and disseminating good practice.
- The local authority has reduced its support for the school to enable leaders and managers to demonstrate their ability to sustain accelerated improvement. Staff have benefited from training provided by the local authority about how to meet the needs of pupils learning to speak English as an additional language.
- Good partnerships with parents contribute well to the learning and well-being of pupils.
- Arrangements for safeguarding meet statutory requirements.
- **The governance of the school:**
 - Governors receive good information from senior leaders about the work of the school. This is helping them to develop an accurate understanding about the quality of teaching and the achievement of pupils. They understand how the performance of teachers is linked to salary progression. Governors have benefited from training which is enabling them to ask pertinent questions, especially about published data and how it compares with other schools nationally. However, not all governors have fully understood the school's information about pupils' progress and standards in all year groups.
 - Members of the governing body visit the school regularly and talk to pupils about their learning and experiences of school life. This helps governors to find out for themselves how

well the school is doing. Governors support staff and monitor their effectiveness. However, the effectiveness of the leadership and management of special educational needs has not been monitored closely enough. Governors recognise that the pupil premium has been spent well to provide additional support for reading, writing and mathematics. However, they do not check during the course of the year on the impact that the use of additional funding is having on pupils' achievement.

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	116217
Local authority	Portsmouth
Inspection number	420447

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	323
Chair	Guy Cordran
Headteacher	Carina Jacobs
Date of previous school inspection	26–27 January 2012
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