

# Wimborne Infant School

Wimborne Road, Southsea, Portsmouth, PO4 8DE

## Inspection dates

6–7 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Attainment is above average by the end of Year 2 and pupils mainly make good progress in reading, writing and mathematics given their starting points.
- Teaching is good and makes sure pupils learn effectively. Well-structured, interesting lessons that challenge pupils ensure they are fully engaged and achieve well.
- A stimulating learning environment and good relationships mean children get off to a good start in the Early Years Foundation Stage.
- Well-trained teaching assistants are deployed effectively to support small groups of pupils.
- Good relationships and a very caring, supportive school community ensure pupils feel safe, behave well and enjoy their learning.
- Thorough, half-termly checks on pupils' progress enable the school to quickly identify pupils falling behind and put effective steps in place to ensure they catch up.
- Strong, effective leadership by the headteacher, senior staff and governors has ensured that the school has continued to improve well since its previous inspection and now provides a good education for its pupils.

### It is not yet an outstanding school because

- Teachers do not sufficiently encourage pupils' independent learning; they make too much use of worksheets, particularly in Year 1, and provide too few opportunities for pupils to use and apply their mathematical skills.
- Occasionally, pupils' learning is slowed because teachers talk too much in whole class introductions and do not follow up enough on pupils' responses to their questioning.
- School improvement targets are not always concise enough to be accurately measured and so the school is not always clear about how well it has done.

## Information about this inspection

- The inspectors observed 17 lessons or part lessons, of which three were joint observations, one with the headteacher and one two with the deputy headteacher.
- Meetings were held with two groups of pupils, the Chair of the Governing Body and two other governors, the headteacher and other senior staff. Additionally, a meeting was held with a local authority officer.
- The inspectors took account of the 40 responses to the online Parent View survey. An inspector also spoke to several parents and carers when they brought their children to school. The inspectors took account of the 16 staff questionnaires.
- The inspectors observed the school's work and looked at a number of documents, including the school's own information on pupils' current progress, planning and checks on the quality of teaching, records relating to behaviour and attendance, the sports premium action plan and documents relating to safeguarding.
- The inspectors listened to pupils from Year 1 and Year 2 read.

## Inspection team

Janet Sinclair, Lead inspector

Additional Inspector

George Long

Additional Inspector

## Full report

### Information about this school

- Wimborne is a smaller-than-average-sized infant school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils from minority ethnic groups is above average, a small proportion of whom are at an early stage of learning English.
- The proportion of pupils eligible for additional funding through the pupil premium (additional funding for pupils in local authority care, from armed forces families, or those known to be eligible for free school meals) is below average.
- Pupils are taught in seven classes, two of which are mixed-age classes: one for Reception and Year 1 pupils and one for Year 1 and Year 2 pupils.

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

- Raise teaching and pupil achievement to outstanding levels by:
  - increasing pupil involvement in their learning, particularly in whole class introductions, through reducing teacher talk
  - encouraging more independent learning by reducing the use of worksheets as a tool for learning, particularly in Year 1, and increasing opportunities for pupils to use and apply their mathematical skills
  - using pupils' responses to teacher questioning more effectively to move learning forward
  - ensuring that school improvement targets are clear and concise so that the success of initiatives can be accurately measured.

## Inspection judgements

### The achievement of pupils is good

- Attainment is rising and has been above average at the end of Year 2 for the last two years. It is above typical expectations in reading, writing and mathematics for current Year 2 pupils. Progress is good, and accelerating, given pupils' starting points.
- Children start in the Early Years Foundation Stage with skills and abilities in reading, writing and calculating that are below those expected for their age. They achieve well due to effective provision that is well tailored to their needs.
- Early identification and targeted support, including specific programmes such as phonics catch up and early literacy, ensure that disabled pupils and those who have special educational needs make good progress.
- Pupils who start school with very little English have their specific needs identified quickly and are well supported to ensure their English language skills improve.
- Thorough half-termly checks on pupils' progress enable the school to identify pupils who are not doing well enough and put effective support in place to ensure they catch up. In this way, the school promotes equal opportunities for all and limits any discrimination.
- There is a below average proportion of pupils supported through the pupil premium funding and the school checks their progress carefully to ensure they achieve well. The funding is used effectively to improve pupils' progress in English and mathematics and promote their self-esteem, including involvement in the Achievement for All initiative. In 2013, pupils funded through the pupil premium attained better than the national average in the national tests, but below the school average by about a term. Current achievement across the school is better than the national average for their group.
- Pupils make good progress in mathematics due to a good emphasis on subject coverage and regular checks on what pupils know, so that teachers can accurately plan the next steps in their learning. However, too much use of worksheets, particularly in Year 1, and not enough emphasis on pupils using their skills to solve real-life problems, slow their overall progress.
- Writing has improved significantly due to the school's involvement in the Talk for Write project. Regular opportunities for extended writing tasks are used to set the next steps for pupils' learning and there is a clear focus on expected learning in lessons. This enables pupils to make good progress across the school.
- Pupils achieve well in reading due to daily guided reading sessions that focus effectively on developing key skills, daily whole school letters and sounds (phonic) work and careful assessments. Pupils who read to inspectors read well and were able to use their phonic skills to help with unfamiliar words.

### The quality of teaching is good

- Teaching is good, and occasionally outstanding. Well-planned and organised lessons, good relationships and challenging activities stimulate and engage pupils well.
- Teachers provide effectively for high attaining pupils through small group work that is well matched to their needs. For example, in an excellent lesson, pupils made very good progress due to the teacher's successful questioning and good subject knowledge that enabled pupils to provide drop-in clauses to complete complex sentences.
- Teaching assistants provide effective support for small groups of pupils, including those who have special educational needs, those known to be eligible for the pupil premium and those at an early stage of learning English. Consequently, these pupils make similar progress to their peers.
- Pupils generally perform well in the Year 1 phonics (letters and sounds) screening assessment. Where there is any underperformance, teachers follow this up rigorously to ensure those pupils

catch up. Effective small group teaching of sounds and letters (phonics) in Reception and Key Stage 1 has helped to improve pupils' reading and writing skills.

- Pupils enjoy the opportunities they get to work together as talk partners, which enable them to share ideas and build their confidence.
- There is a good level of consistency in the marking of pupils' work, with a clear focus on what pupils have done well and what they need to do to improve. Regular use of self-assessment, particularly in Year 2, helps to deepen the knowledge and understanding of pupils of how well they are doing.
- However, teachers tend to spend too long talking, particularly in whole class introductions, and this limits pupils' active learning in lessons.
- Similarly, although teachers question pupils well, they do not always use pupils' responses to questioning to deepen their understanding, hindering the progress pupils make.
- Effective, well-organised teaching and a positive learning environment ensure that children in the Early Years Foundation Stage enjoy their learning and develop their skills well. For example, children thoroughly enjoyed writing letters to Mr Mole in response to an invitation to his party. They used their phonic knowledge well to help with their writing.
- Homework is used well to support pupils' learning in school. It is linked effectively to the topics pupils are studying as well as focusing on their reading and mathematical skills.

### **The behaviour and safety of pupils** are good

- Pupils behave well in lessons and around the school. Very occasionally, where teaching is less effective, pupils lose interest and become restless. The school monitors behaviour well and small group support is given to pupils who find it difficult to conform.
- Pupils have good attitudes to their learning and are polite and friendly to each other and all adults. Older pupils particularly enjoy the responsibility of being school councillors who help to make the school better through, for example, providing playtime equipment.
- There is an annual anti-bullying week which helps pupils understand what bullying is. Pupils say that there is very little bullying but there are a few pupils who find it difficult to behave and they sometimes 'get angry and hit out'. There are no recorded incidents of bullying or racism.
- Lunchtimes are calm and well organised, school meals are nutritious and packed lunches are healthy. This contributes well to pupils' behaviour and well-being.
- Pupils say they feel safe in school and are confident that there is always someone they can go to if they have any concerns. They like the help they get from 'playground friends' if they are lonely or sad at playtimes.
- Attendance is good and the school has worked hard to maintain this through regular checks and analysis of attendance to enable it to quickly identify any issues.
- The school provides a safe environment for its pupils. Pupils learn about how to stay safe through, for example, learning road safety rules and receiving e-safety training. Policies and procedures for behaviour and safeguarding are fully in place.
- The vast majority of parents and carers who responded to the online Parent View survey agree that behaviour is good and their children are safe in school. School staff are also in agreement. Inspection evidence confirms these views are accurate.

### **The leadership and management** are good

- Effective leadership has ensured that the school has improved well from its previous inspection. The key issues have been fully addressed and the school has continued to improve pupil achievement. As a result, progress across the school is good and accelerating, and teaching is effective. This indicates that there is capacity for further improvement.
- Senior staff and subject leaders are fully committed to the school's continuing improvement and fulfil their roles well. For example, they have trained staff in moderation of work, the Talk for

Write project and calculation strategies. Subject leaders also analyse information on pupil achievement in their subjects to set challenging targets.

- The school's self-evaluation is accurate. The school development plan and subject action plans are clearly set out to ensure key areas are tackled effectively and governors and senior staff are involved in checking progress. However, key targets are not always sufficiently specific or measurable to enable leaders to clearly see how successful they have been.
- Checks on the quality of teaching and learning include teachers' planning and work sampling as well as detailed lesson observations. This ensures that the headteacher and senior leaders have a clear view of teaching quality and what needs to be done to improve it further. Effective feedback to staff helps them to improve their practice. Additionally, further professional development is given where needed.
- The process of setting individual and whole-school targets for all staff, appropriate to their level of responsibility, and ensuring they are met is fully in place. Good involvement of senior staff in the process ensures they are fully involved in whole school improvement.
- The curriculum is well balanced and provides good opportunities for pupils to develop their skills through interesting topics. A good range of visits, events and after-school clubs enriches the curriculum well. Particularly good features are the use of the local area and special events such as the recent art week.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils are very well mannered, know right from wrong, have good opportunities to reflect in assemblies and enjoy social and cultural activities.
- The school has carefully planned how it will use the extra sports funding. It has entered into a sports partnership that will provide professional development for staff. It has also employed a gymnastics coach to provide teaching for pupils and training for staff, as well as sporting activities and competitions, and this is already having a positive impact on pupils' health and well-being. All of this will ensure more effective physical education teaching so that the provision is sustained.
- There are good links with parents and carers, who are well informed through workshops, including how to support their children's reading at home, and good procedures when their children start school.
- The school receives good support from the local authority officer who knows the school well and provides effective support and challenge.
- **The governance of the school:**
  - The governing body fulfils its statutory duties well and provides both support and challenge to the school. Governors have a good knowledge of the quality of teaching and learning because the headteacher keeps them informed, they get regular updates from staff and visit classes themselves. They make sure that appropriate safeguarding policies and procedures are in place so that pupils and staff are kept safe. They carefully check the school's finances including the pupil premium funding and how it is spent. They have a clear idea of how well pupils in the school are doing due to the effective checks on the progress of different groups of pupils that are in place and regular updates from the headteacher. All governors undertake appropriate training so that they develop their knowledge and skills and are well informed of local and national initiatives. They are involved in setting targets for the management of the headteacher's performance and know that there is a similar process in place for staff.

## 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

<b>Unique reference number</b>	116212
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	426448

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	207
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Valerie Webb
<b>Headteacher</b>	Julie Cragg
<b>Date of previous school inspection</b>	24–25 January 2012
<b>Telephone number</b>	02392 733783
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