

Wimborne Junior School

Wimborne Road, Southsea, Hampshire, PO4 8DE

Inspection dates 15–16 July 2014

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| Overall effectiveness | Previous inspection: | Requires improvement | 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.

- The strong leadership team, including governance, has helped bring about the many improvements since the last inspection.
- Pupils achieve well because of the headteacher's supportive leadership. She has built a team which works together to help pupils make good progress in all year groups.
- Teaching is at least good in all classes. Teachers know their pupils well and plan work carefully to meet their needs. The school gives high-quality support to those who need extra help.
- The school teaches pupils' literacy and numeracy skills well in different subject areas. As a result, pupils are making good progress in both literacy and numeracy.
- School leaders have put in place effective systems to track pupils' progress. As a result, pupils, including those getting additional funding, are making faster progress and standards are rising.
- Pupils are very proud of their school. They behave well both in class and around the school.
- School leaders check the quality of teaching and learning regularly and effectively.
- There is a high quality of care for pupils and as a result they make good progress in their personal development.
- The school is highly effective in promoting pupils' spiritual, moral, social and cultural development.
- Pupils feel very safe in the school and parents and carers confirm this.
- Governors are ambitious for the pupils in the school and take effective steps to support and challenge the leadership team. This ensures that the improvement in achievement continues.

It is not yet an outstanding school because:

- While most of the teaching is good, there is not enough which is outstanding.
- Teachers do not always give pupils clear feedback on how they can improve their work.
- In some lessons, the more-able pupils are not always set work that is hard enough to ensure they make as much progress as possible.

Information about this inspection

- Inspectors observed parts of 19 lessons, 11 of which were jointly observed with senior leaders. In addition, inspectors made several short visits to lessons and observed a number of small groups of pupils taught by teaching assistants.
- Inspectors observed two assemblies including a celebration assembly, with parents and carers in attendance.
- Inspectors held meetings with two groups of pupils, including the school council. They also heard pupils from Year 5 reading.
- Inspectors did not observe Year 6 during the inspection, as they were involved in activities off the school site.
- Inspectors spoke to three governors, including the Chair of the Governing Body, a representative from the local authority and staff, including senior and middle leaders.
- Inspectors looked at a range of documents, including the school's data on pupils' current progress, planning and monitoring documents and records relating to behaviour, attendance and the safeguarding of children. Inspectors scrutinised the school's arrangements for spending the additional sports funding and pupil premium funding.
- Inspectors analysed 25 questionnaires from members of staff.
- Inspectors took account of the responses of 19 parents and carers to the online Parent View questionnaire during the inspection, and inspectors also used the opportunity to talk to parents and carers who attended sports day.

Inspection team

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| Sarah Jones, Lead inspector | Additional Inspector |
| Stephanie Matthews | Additional Inspector |
| Sean McKeown | Additional Inspector |

Full report

Information about this school

- Wimborne Junior School is larger than the average size primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above the national average. The proportion of pupils who have a statement of special educational needs is below average.
- The proportion of pupils who are known to be eligible for free school meals is above average. These pupils are supported by additional government funding known as the pupil premium.
- The school met the government's current floor standards in 2013, which set the minimum expectations for pupils' attainment and progress.
- The school provides a number of after-school activities that include various sports, gardening, singing and a public speaking club.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by making sure that:
 - marking gives pupils clear guidance on the next steps they need to take to improve their work and move on to the next stage of their learning
 - work set for the more-able pupils is always hard enough to ensure they make as much progress as possible.

Inspection judgements

The achievement of pupils is good

- Senior leaders have taken a rigorous approach to improve the quality of teaching and accelerate pupils' progress. Pupils are now making good progress in reading, writing and mathematics. For the last two years pupils' attainment has significantly improved.
- The proportions of pupils making or exceeding their expected levels of progress compare well against national expectations. This is because the school has good systems for tracking progress of individuals and groups of pupils and this allows staff to intervene quickly if a pupil is at risk of falling behind.
- Pupils' achievement in literacy and numeracy has improved because the school has focused on improving their reading, writing and mathematical skills in all subject areas. This has helped develop these skills and pupils are now working with far more confidence.
- Pupils make good progress in reading. Pupils in Year 6 have studied authors such as Michael Morpurgo and Nigel Hinton. They are confident in reading fiction books and know how reading can improve their written work. Pupils have access to the library both during lessons and break times.
- Disabled pupils and those who have special educational needs achieve well. This is because staff are very aware of the needs of these pupils, which staff assess on a regular basis. This ensures that staff provide the right support, whether pupils are in class or working in a small group outside of the main classroom.
- Pupils who speak English as an additional language make good progress from their starting points because of the support they receive to help develop their language and communication skills. In one observation pupils were seen learning subject-specific vocabulary that will help them in their 'Fire and Ice' topic on volcanoes and earthquakes.
- Pupils who are eligible for additional funding now make good progress and the gap between their attainment and that of their peers is rapidly closing. Last year, at the end of Year 6, the attainment of pupils eligible for the additional funding, including those known to be eligible for free school meals, was behind their peers in writing by two terms. School data and inspection evidence show that the attainment now matches that of their peers in reading, writing and mathematics in nearly all years because of better teaching. To support these pupils, funding has been spent on additional staffing and resources such as electronic tablets and books.
- Occasionally, the progress of more-able pupils slows when teachers set work that does not challenge their learning and is too easy.

The quality of teaching is good

- Teaching across the school promotes good learning for all pupils. Lessons are well organised and carefully planned to make sure pupils' activities are engaging and developmental. Planning takes account of every pupil and the teachers have high expectations. This was evident in a Year 5 mathematics lesson when pupils were analysing data in a variety of different ways to solve problems based on capacity.
- Teachers and teaching assistants use a wide range of approaches to engage pupils, and as a result, learning often proceeds at a fast pace. In a Year 5 literacy lesson some pupils were using laptops to complete a piece of persuasive writing on the values of lengthening the school day.
- Time is planned for pupils to develop writing in other subjects such as history, geography and science. This is helping pupils to improve their writing and reading skills. It also helps them see a purpose for writing.
- Teaching assistants know the pupils they support well. They know how to motivate and encourage them so that they learn effectively.
- Questions are used well to extend pupils' learning and assess their understanding throughout

the lesson. Pupils engage well and enjoy questioning each other. This was evident in a 'Philosophy for Children' lesson when pupils challenged each other. One pupil commented that he really enjoyed these lessons as they 'really make you think.'

- Good relationships between adults and pupils help the lessons run smoothly and enable pupils to feel confident about answering questions.
- More-able pupils are not always challenged sufficiently. They enjoy challenges and would welcome more.
- Pupils' work is marked regularly and they are encouraged to respond to teachers' comments. On occasions the marking focuses on the achievement rather than what pupils need to do to improve their work.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Pupils are well mannered, courteous and thoughtful towards each other, adults and visitors in the school. This includes personable greetings, holding doors open and chatting about learning.
- Pupils say they enjoy coming to school. They enjoy their learning and find their lessons interesting, as teachers make sure they are fun.
- Staff manage behaviour well across the school. There are sanctions in place that pupils are aware of, should they misbehave. Behaviour is not yet outstanding because, in lessons where learning is slower, pupils occasionally lose interest.
- Pupils enjoy taking on responsibilities, such as being playground leaders at lunchtime and early birds in the morning who help teachers set up the classrooms. The school council is proud of its many achievements in helping to improve the school. These include developing the sensory garden and raising funds to buy equipment, such as CD players for Years 3 and 4 to use during guided reading sessions. As there are strong relationships between pupils and adults, pupils are confident in sharing their ideas and expressing their opinions.
- Pupils understand the different types of bullying. They say there is little bullying and should there be any incidents, they have confidence that staff would deal with any problems.
- The school's work to keep pupils safe and secure is good. Pupils know how to keep themselves safe, including internet safety. They spoke about the lessons they have had on internet safety and are aware of what to do if they had any concerns.
- There are well-established reward systems that pupils appreciate, with celebration assemblies for parents and carers to attend at the end of term. Years 3 and 4 had their assembly during the inspection and many parents and carers attended it.
- Pupils are well prepared for the next stages in their learning. For example, pupils have the opportunity to visit their secondary schools and there are personal programmes in place for pupils who find transition difficult.
- Attendance is consistently above the national average. The school works well to help parents and carers understand the importance of regular attendance.

The leadership and management are good

- The headteacher is well supported by her deputy and staff share a clear vision for the school's future. There is a strong determination to build on the improvements already made. Improvements in the quality of teaching have resulted in pupils' progress rapidly improving since the last inspection and achievement continues to rise in all year groups.
- The governing body provides both support and challenge to ensure the improvements made continue in all classes and all subject areas.

- School leaders have an accurate understanding of the school's strengths and areas for development. Self-evaluation is robust and the school's actions are carefully planned and effective. This, with the improvements made from the previous inspection, shows there is clear capacity for this improvement to continue.
- The governing body sets performance management targets for the headteacher, and through her for all staff, and links these to improvements in teaching and pupils' achievement.
- Leaders in charge of their subject are fully involved with checking on the quality of teaching and the achievement pupils are making within their areas of responsibility.
- Teachers teach topics which interest pupils. Pupils spoke with enthusiasm about the 'hooks' at the start of any topic, such as a visit to Fishbourne Roman Palace. Inspectors saw evidence of their enthusiasm for the Year 3 topic in a range of artefacts created both in school and as part of a homework task. They included Roman shields, helmets and factual booklets. These experiences enhance pupils' spiritual, moral, social and cultural development well.
- The school uses its sports funding allocation to provide pupils with the chance to experience different sports and participate in festivals, for example cheerleading. Local sports coaches work alongside staff to help develop teachers' knowledge and experience. Funding also provides for additional activities at lunchtime. As a result, the number of detentions at lunchtime has declined.
- Parents and carers are very positive about the school. They appreciate the headteacher is available at the start of the school day welcoming the pupils. They report that the transition between the infant and junior school is good and one parent or carer said, 'The school is brilliant. My child could not wait to get here.'
- The school works closely with the infant school. This includes joint checking of work to support transition. During the inspection the infant school used the junior school hall to rehearse the infants' end of term play.
- The local authority has provided good support for the school and has played an important role in the improvements. The local authority has every confidence that the school has the capacity to continue to improve.
- Procedures for the safeguarding of pupils meet requirements. Staff and governors regularly update their training.

■ The governance of the school:

- Governors are an effective group, and the chair of the Governing Body leads them well. Governors are clear on their role, and they are keen to support as well as challenge school leaders. They know the school and understand the priorities for the school to continue to improve. Governors understand how well pupils do in relation to pupils in other schools. They set challenging targets for the headteacher and are well informed about the school's performance. Governors make regular visits to the school and understand where teaching is most effective. Governors recognise the link between teachers' performance and salary progression. Governors manage the budget well, including how the school is using additional funding to improve pupils' overall achievement. Governors have attended training events organised by the local authority on the headteacher's performance and safer recruitment. Governors make sure that statutory responsibilities are met fully, such as safeguarding requirements.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 116217 |
| Local authority | Portsmouth |
| Inspection number | 442433 |

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

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| Type of school | Junior |
| School category | Community |
| Age range of pupils | 7–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 315 |
| Appropriate authority | The governing body |
| Chair | Guy Cordran |
| Headteacher | Carina Jacobs |
| Date of previous school inspection | 9–10 July 2013 |
| Telephone number | 02392 733784 |
| Fax number | 02392 873744 |
| Email address | admin1@wimborne-jun.portsmouth.sch.uk |

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