

Winklebury Junior School

Inspection report

Unique Reference Number	115858
Local Authority	Hampshire
Inspection number	312076
Inspection dates	5–6 June 2008
Reporting inspector	Olson Davis

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	199
Appropriate authority	The governing body
Chair	Vacant
Headteacher	Mr Eddie Izzard
Date of previous school inspection	4 May 2004
School address	Willoughby Way Basingstoke RG23 8AF
Telephone number	01256 323244
Fax number	01256 323244

Age group	7–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average size junior school serving the Winklebury ward in Basingstoke. The proportion of pupils entitled to free school meals is in line with the national average. Most pupils are from White British backgrounds. The largest minority ethnic groups are from other White backgrounds and mixed backgrounds. The proportion of pupils who find learning difficult is above average. More pupils than usual join or leave the school at other than the usual times. There has been significant recent turnover of staff. The school has a Healthy Schools Award and an Active Schools Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Winklebury Junior School has a happy, welcoming ethos and works hard to include all pupils. The headteacher has given high priority to the provision of a caring and safe environment for pupils. This has a positive impact on their personal development. Most parents are pleased with the school, particularly the good standard of care provided by the headteacher and other adults. One parent wrote, 'Since starting at Winklebury Junior School, my child's self confidence has increased considerably. Many thanks to all the staff for their ongoing support and encouragement.' The school promotes a healthy lifestyle. At break times pupils are active and they participate well in sporting activities and clubs. Pupils' contribution to the school and the wider community is good. They show a sense of social responsibility by taking seriously their roles as playground buddies and class monitors. They make their views heard through the School Council and contribute well to the local community. They are involved in projects to improve the local environment and have held discussions with the local Member of Parliament on getting rid of graffiti.

Despite these positive aspects in the pastoral care given by adults and in pupils' personal development, the school's overall effectiveness is inadequate and it provides unsatisfactory value for money. A large proportion of pupils are making inadequate progress in English, mathematics and science from their average standards on entry to the school. Standards are below average by the end of Year 6 and are lower than they were at the last inspection. Many pupils make inadequate progress because teachers do not assess their performance against the National Curriculum levels well enough to identify the needs of different groups of learners and plan for the next steps in their learning. In addition, teachers often expect too little of pupils which limits the pace of their learning. Pupils enjoy some aspects of the school's curriculum but it does not provide adequately for the needs of all learners, particularly in developing their skills in reading, writing, mathematics and science.

School leaders and managers underestimate the pupils' standards on entry to the school. As a result, they have not had sufficient impact on improving standards and raising pupils' achievement. Lessons are not monitored rigorously enough to identify specifically how teachers need to improve. In particular, school leaders do not ensure that teachers use assessment information effectively enough to plan for the different abilities in their classes. Not all subject managers have sufficient opportunity to monitor teaching and standards effectively. This means that they cannot make their full contribution to evaluating the work of the school and raising standards. Governors are supportive but they have not ensured that the school has made sufficient progress since the last inspection. The school's capacity to make further improvements is inadequate.

What the school should do to improve further

- Raise standards and improve achievement in English, mathematics and science.
- Make better use of assessment to accelerate the progress made by pupils.

- Improve the impact of leaders and managers at all levels so that they make their full contribution to raising achievement and improving the quality of teaching and learning.
- Strengthen governance, particularly in monitoring the school's performance more systematically, so that governors can hold it to account.

Achievement and standards

Grade: 4

Standards are below average and achievement is inadequate. Pupils make inadequate progress in English, mathematics and science. Results in the national tests for pupils at the end of Year 6 have been below average since the last inspection. They dipped even lower in 2007, reflecting a rate of progress that was amongst the lowest nationally. On entry to the school, the pupils had reached average standards in their assessments at the end of Key Stage 1. The school did not have faith in these results, and judged that their attainment was lower. As a result, the targets that were set for the pupils were lower than they should have been, but the school still failed to reach them. Since September 2007, the school has participated in a local authority support programme. The execution of this programme has been hampered by staff changes and its impact has yet to be seen as current standards remain below average, representing inadequate progress from pupils' starting points at the end of year 2. Pupils are not likely to reach their challenging targets this year. The results of national tests show that White British pupils and boys are not performing as well as other groups. Too few higher attaining pupils make the progress necessary to reach the higher Level 5 in the national assessments at age 11. Sound support enables pupils with statements of educational need to make satisfactory progress. Other pupils who find learning difficult make unsatisfactory progress.

Personal development and well-being

Grade: 3

There are good relationships between adults and pupils. As a result, pupils gain in confidence and self-esteem throughout their school years. This is reflected in how well they contribute to the school community and the local community. They are polite and friendly to visitors. Pupils' spiritual, moral, social and cultural development is satisfactory, resulting in satisfactory behaviour and attitudes. Most pupils behave well, but the low level disruptive behaviour of some pupils in class can interfere with their own learning and the learning of others. Most pupils enjoy school and feel safe. Pupils say that there is occasional name-calling and bullying but adults deal with incidents promptly. Attendance is satisfactory. Because pupils' progress is inadequate, particularly in reading, writing and mathematics, many of them are not satisfactorily prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 4

Disruption in staffing and inconsistencies in the teaching of English, mathematics and science have led to gaps in pupils' learning. Teachers generally make the purpose of the lesson clear and give clear explanations so that pupils know what they have to do. However, too many teachers do not plan lessons with sufficient focus on meeting the needs of different groups of learners. Expectations are not always high enough and the level of challenge for many pupils is not sufficiently well-judged. As a result, pupils make slow progress and many do not engage

fully in their learning. Pupils with behavioural difficulties or a statement of special educational need are supported satisfactorily by learning support assistants in lessons. Nonetheless, pupils with learning difficulties have underachieved over time. Teachers mark pupils' work regularly but comments do not always help pupils to know what they need to do to improve their work. Marking also shows that some teachers do not always have high enough expectations of the quality and quantity of pupils' work.

Curriculum and other activities

Grade: 4

The curriculum is inadequate because too many pupils do not have learning opportunities matched to their needs and capabilities. Planning is not yet good enough to ensure that pupils' skills in reading, writing, mathematics and science are adequately developed. There is scope to make better links between subjects to make learning more relevant. Teachers miss opportunities to extend pupils' writing skills in other subjects. National guidelines are followed in mathematics and science but opportunities for problem solving and practical investigations are inadequately exploited.

In addition to the National Curriculum subjects, pupils spend an afternoon a week on 'Enrichment Activities' in mixed age groups. These activities reduce the teaching time for the National Curriculum and their contribution to tackling the pupils' underachievement is not satisfactorily monitored or evaluated.

Care, guidance and support

Grade: 3

Adults share a high level of concern for pupils' well-being. As a result, pupils feel safe. Systems for ensuring pupils' health and safety are effective. The school works in partnership with outside agencies to meet pupils' wide ranging needs. The school encourages parents and carers to be involved in their children's learning. Induction procedures for pupils entering the school outside of usual times help them to settle in smoothly. There is sound provision for vulnerable pupils and those who have behavioural difficulties through 'nurture' groups and mentoring. However, there are shortcomings in the academic guidance given to pupils. Assessments against National Curriculum levels are not yet used well enough to track pupils' attainment and progress, to ensure that learning tasks are appropriate and to set challenging targets for improvement.

Leadership and management

Grade: 4

Leadership and management are inadequate. The school's self-evaluation is over-generous in significant areas, especially in relation to standards and achievement. This is because school leaders contest the accuracy of standards attained at the end of Year 2. As a result, the governors, headteacher and teachers have too low expectations of what the pupils can achieve. The 'Raising Attainment Plan' developed with the local authority pinpoints accurately how to bring about necessary improvements in English and mathematics. However, recent staff changes have delayed progress in implementing the plan. Key subject managers for English, mathematics and science are relatively new to their roles in school but they are eager to make improvements. Weaknesses in attainment are being tackled but much more needs to be done, including addressing pupils' weak achievement in science. The headteacher and some senior staff monitor

the quality of teaching regularly but these observations are not always rigorous enough to tell teachers what they have to do to accelerate pupils' learning.

Governors are supportive of the school and particularly its caring ethos. Currently, there is no substantive Chair of Governors and there are many vacancies. Governors are not sufficiently involved in monitoring and evaluating the work of the school. For example, they do not have a sufficiently rigorous way of comparing the school's performance with national averages. Governors depend too much on information provided by the headteacher, rather than finding things out for themselves. As a result, they do not hold the school to account enough for the standards achieved by pupils. Important issues from the last inspection remain.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	3
The capacity to make any necessary improvements	4

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

08 July 2008

Dear Pupils

Inspection of Winklebury Junior School, Basingstoke, RG23 8AF

Thank you for making us so welcome when we visited recently. We enjoyed talking to you and listening to what you had to say about your school. We visited lessons, looked at some of your work and talked to some of the adults who work with you. As a result of what we found on our inspection we have decided that your school needs special help so that it can improve quickly. This is so that you can make better progress and reach higher standards than you do now. We found that many of you enjoy coming to school because the adults look after you and you feel safe. Your school helps you to understand how to be healthy. Many of you have responsibilities and you carry these out well. The school council gives you a voice in the running of the school. You get on well together. Most of you behave well but some of you disturb others when they are working.

This is what we have asked your school to do now.

- Help you to do better in your English, mathematics and science.
- Make sure that teachers check how well you are doing and use this information to give you work that is just right for you.
- Make sure that the headteacher and staff with responsibilities check more carefully how well the school is doing so that you can make better progress in your work.
- Make sure that governors check more carefully how well the school is doing so that the school can improve more rapidly.

We hope that you will help your teachers as they work hard to make your school better for you.

Yours sincerely

Olson Davis

Lead Inspector