

# Wimborne Infant School

## Inspection report

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<b>Unique Reference Number</b>	116212
<b>Local Authority</b>	Portsmouth
<b>Inspection number</b>	312217
<b>Inspection date</b>	9 October 2008
<b>Reporting inspector</b>	Bernice Magson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 on roll</b>	
School (total)	189
Government funded early education provision for children aged 3 to the end of the EYFS	70
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Cynthia Dutfield
<b>Headteacher</b>	Miss Julie Gamblen
<b>Date of previous school inspection</b>	26 April 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Wimborne Road Southsea PO4 8DE
<b>Telephone number</b>	02392 733 783
<b>Fax number</b>	02392 298 661

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<b>Age group</b>	4–7
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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues: how the school is seeking to raise standards in writing, how good the quality of provision is for vulnerable groups of pupils and those taught in mixed aged classes, and how well leaders and managers are maintaining the strengths of the school and developing it further. Evidence was gathered from the school's records, planning and policies, from observing teaching and learning, from discussions with pupils, staff and governors and from a scrutiny of parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in self-evaluation, were not justified, and these have been included in the report.

## Description of the school

This is an average sized infant school situated on the edge of the city of Portsmouth and serving a district mainly of privately owned homes. Pupils are admitted to the Early Years Foundation Stage (EYFS) in the autumn term of the school year in which they are five years of age. Most pupils are of White British origin and a few are from a range of minority ethnic groups. Small numbers of pupils have moderate learning difficulties or speech, language and communication needs. The school has the Basic Skills Quality Mark, the silver Artsmark, the Activemark for sports and enhanced Healthy Schools' status. In September 2008, there was a significant change in the leadership of the school and in staffing including a new headteacher and five out of seven new teaching staff.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This friendly and welcoming school is providing pupils with a satisfactory education. The newly appointed headteacher and staff are keen to maintain the school's good reputation locally, and build relationships with pupils and their parents. They have made a good start in maintaining the school's happy learning environment. Pupils say they feel safe and secure, and their needs are met successfully. Parents are positive about the school recognising that 'children and parents are welcomed and valued here.' Pupils enjoy school and attendance is excellent.

The personal development of pupils is good. Pupils are proud of their school and care for equipment well. They are kind and courteous towards friends and visitors. Behaviour and relationships are good. Pupils have an excellent understanding of a healthy lifestyle. They enjoy playing games and eat healthily. Pupils are making a good contribution to the school community, for example, through the school council. Currently, council members are making posters to remind others about school rules. They make charity collections to benefit the local community. Christmas celebrations are shared well with the community by inviting parents and friends to a Nativity in the local church.

From above average starting points at start of Year 1, pupils make satisfactory progress, and standards remain above average in national tests by the end of Year 2. The school has recognised that fewer pupils than could be expected are attaining the higher levels over time in reading and mathematics. A review of the curriculum is taking place, so that more able pupils are better supported in the learning. Standards are average in writing and strategies have been introduced to bring improvement, although outcomes in pupils' learning are not yet apparent. Letters and sounds are now taught consistently across the school, and presentation skills have a better focus with a new handwriting scheme. Role-play situations are introduced into each classroom, which include writing activities. Although there are some links between subjects, which include writing tasks, there are too few opportunities for pupils to write at length and often with a limited challenge for the more able. For instance, a worksheet activity in Year 2 was too repetitive and had limited opportunities for independent writing.

Teaching, learning, and the curriculum are satisfactory. Recent building developments, including the library and information and communication technology (ICT) suite, are offering a wider range of learning opportunities. However, there are few links between subjects to enable pupils to use basic skills of literacy, numeracy and ICT in other learning tasks and this slows rates of progress. Teachers, most of whom are new to the school, are steadily gaining in knowledge of strengths and weaknesses in pupils' learning, but currently do not always challenge them sufficiently. Some teachers are not planning tasks, which are structured effectively to build on prior learning. This is because the new staff are not yet tracking pupils' progress rigorously enough. Pupils are eager to learn and participate enthusiastically. Those pupils in the mixed age class progress as well as their peers, because of careful consideration of their needs and good adult support. Their lessons are well organised and with a good balance between individual, group and whole class activities. Teaching assistants give good support to pupils with learning difficulties so that they achieve as well their peers and meet the targets of individual education plans.

Leadership and management are satisfactory. The headteacher has made a good start in monitoring the school and in identifying its strengths and weaknesses and priorities for development. Governors, staff and parents are supportive. Together the school community has

a good commitment to maintain its values and aims. However, self-evaluation and planning are at a very early stage of development. Improvement targets are based on previous priorities and are not yet reviewed to meet current needs. This is because most leaders and managers are recently appointed and still developing their roles. As a result, the school's capacity to improve is satisfactory.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children make a good start to school and achieve well. By the end of the year, most are exceeding the learning goals expected of them from starting points in line with those expected for their ages. Parents agree that their children settle happily into school because of good links with other nurseries and parents and because of a strong nurturing environment. Good parental relationships are maintained because parents are always welcomed into school. Adults work well together as teams in classrooms, provide good routines, have high expectations of behaviour and achievement and relationships are good. In some lessons, the best use is not made of teaching assistants' skills and time and learning is not always supported. Care is good and children develop well personally. In particular, they work well together, are developing good skills of independence, take turns and have a good understanding of classroom routines.

Teaching and learning are good. There is a good mix of teacher directed and children initiated activities. Role play areas are good but the outdoor provision is limited and does not have sufficient resources nor cover so that children can learn outside whatever the weather. Children are assessed regularly but insufficient use is made of data as a management tool to improve the provision further. The EYFS leader has just assumed sole responsibility for the leadership and management of this stage of learning. She has a good understanding of the strengths and priorities for development but has not had time to fully evaluate the effectiveness of the provision.

### **What the school should do to improve further**

- To raise standards in writing, improve the quality of teaching and learning and the curriculum.
- Develop assessment systems to track pupils' progress more rigorously.
- In the EYFS, provide a more appropriate learning environment to improve learning opportunities in the outdoors.
- Develop the roles of leaders and managers in monitoring and self-evaluation.

A small proportion of schools whose overall effectiveness is judged as satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	1
The behaviour of learners	2
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	3

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



**Annex B****Text from letter to pupils explaining the findings of the inspection**

22 October 2008

Dear Children

Inspection of Wimborne Infant School, Southsea, PO4 8DE

Thank you for making us so welcome when we visited your school. We enjoyed seeing all the interesting things you are doing. It looks very inviting to read books in your new library and to work on your computers in the ICT suite. We think that you have a satisfactory school overall.

Here are the things we liked about your school:

- you achieve good standards in reading and mathematics by the end of Year 2
- you are friendly and very welcoming
- you attend school very regularly and are always on time
- you are kind to others and play together well
- you enjoy all your lessons and work hard
- you understand extremely well about the importance of healthy meals and exercise
- your parents and carers are glad that you go to this school
- your headteacher and all the adults are working to make your school better.

We have asked your headteacher, staff and governors to check your progress in Years 1 and 2 carefully, and make sure that the tasks you are given challenge you well enough. We think that you should have more opportunities for writing, so that your standards can be higher by the end of Year 2. For children in Reception, we would like to see a wider range of activities for learning outdoors. Finally, we think that your headteacher, staff and governors should develop their roles in checking on the school's performance.

We hope that you continue to enjoy your time at Wimborne Infant School.

Yours sincerely

Bernice Magson

Lead Inspector