

Winklebury Junior School

Inspection report

Unique Reference Number	115858
Local Authority	Hampshire
Inspection number	338673
Inspection dates	22–23 June 2010
Reporting inspector	Christopher Parker

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 of pupils on the school roll	158
Appropriate authority	The governing body
Chair	Mark Tarantino-Hind
Headteacher	Lynda Downes
Date of previous school inspection	5 June 2008
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Introduction

This inspection was carried out by three additional inspectors. Sixteen lessons, taught by six teachers, were observed. Meetings were held with pupils, the headteacher, the deputy headteacher, phase leaders and a representative of the governing body. The inspectors looked at records of the pupils' progress, lesson and curriculum planning, some of the school's policies and a sample of the pupils' work. Questionnaire responses from pupils and 60 parents were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether pupils in all classes are making at least satisfactory progress in writing
- whether pupils' behaviour is consistently conducive to good learning
- whether teachers are using the information they collect about pupils' knowledge and skills to match the work they set to the pupils' needs
- whether systems to track and analyse pupils' progress are firmly embedded.

Information about the school

The school is smaller than average. The proportion of pupils eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities, including those with statements, is higher than in most schools. Nine out of 10 pupils are from White British backgrounds. A very small proportion speak English as an additional language.

The school was placed in special measures in June 2008. Following the retirement of the headteacher, a number of acting headteachers have led the school. The school was federated with the adjacent infant school in September 2009. A new headteacher has been appointed to lead the federation from September 2010.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

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.

The school is providing the pupils with a satisfactory education. It has steadily overcome the challenges it has faced in the recent past, and there are well-developed plans to build on the secure foundations that are now in place. Governance is satisfactory and well focused on maintaining improvement. Leaders and managers use self evaluation appropriately and are providing the drive, direction and clarity for the school to improve further. Consequently, the school has a satisfactory capacity to improve.

The pupils' attainment is now broadly in line with the national average, and their progress is now at least satisfactory throughout the school. The inconsistencies in the pupils' previous progress have largely been ironed out, although in writing some variation remains. Similarly, inconsistencies in the quality of teaching have been addressed and it is now satisfactory. In some lessons it is good and sometimes outstanding. Where teaching is most effective, imaginative tasks, clear planning, precise targets and detailed marking all help the pupils to make progress at a good rate. However, in some lessons the tasks that the teachers set are not matched well enough to the pupils' needs, particularly those with special educational needs and/or disabilities. In addition, targets are too broad and marking does not give the pupils enough guidance on how they can improve their work.

Most of the pupils behave well, but a few find it difficult to control their behaviour. The instances of unacceptable behaviour have reduced and the pupils indicate that when such instances occur they are dealt with promptly. Most pupils now have a positive view of school, but a few are not fully engaged by the experiences on offer. The pupils' basic literacy and numeracy skills are improving well, but they are not given sufficient opportunity to use and extend them, or their information and communication technology (ICT) skills, in a wide range of contexts that will equip them for later life. Attendance, although improving slowly, remains low.

The school is a harmonious community. The older pupils enjoy and take seriously the responsibilities they have been given. Their contributions as prefects and members of the school council have improved attitudes and behaviour throughout the school. The school has carried out an audit of its immediate community, but opportunities for the pupils to find out about other cultures and communities are largely restricted to religious education lessons.

What does the school need to do to improve further?

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- Improve the quality of teaching in order to accelerate progress in writing in all years by ensuring that:
 - targets and marking are sharply focused on what pupils need to learn next
 - all tasks are carefully matched to the needs of pupils of all abilities, particularly those with special educational needs and/or disabilities.
- Provide a rich range of exciting and interesting opportunities for pupils to:
 - develop and use their ICT skills in a range of contexts
 - practise and enhance their writing skills throughout the curriculum.
- Take all possible steps to reduce the absence of the pupils who do not attend school regularly.
- Promote a greater awareness of community cohesion by broadening the range of opportunities for pupils to learn about and appreciate the diversity of communities and cultures within modern society.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

The pupils are now making satisfactory progress, although some inconsistencies remain. While they make good progress in some years, that in others is satisfactory. The impact of earlier inadequacies in teaching, which have now been eradicated, are still evident in the data that the teachers collect about each pupil's progress. This is most evident in the progress that pupils make in writing in Years 3 and 4. Analysis of these data shows that the oldest pupils make stronger progress, which now helps most of them to attain the levels expected by the end of Year 6 in English and mathematics. This represents a marked improvement since the last inspection.

In Year 6, the pupils have made good progress this year. The school has played to its strengths, by providing the continuity and strong teaching needed to accelerate the pupils' progress. Progress in other year groups is not as rapid, but the pupils' work and lesson observations show that it is now at least satisfactory, and in some classes good. Most pupils, although not all, show increasingly positive attitudes to learning. They listen carefully to their teachers and concentrate on their work. Many take a pride in the way they present their work, but others do not take sufficient care with their handwriting. Those pupils who speak English as an additional language make progress in line with their peers. Pupils with special educational needs and/or disabilities are generally making secure progress at the pace expected of them. However, there are occasions when too much reliance is placed on teaching assistants to support these pupils through tasks that are not modified sufficiently to take account of their specific needs.

The pupils value the increasing range of extra-curricular sporting opportunities that the school provides. The pupils have a sound understanding of staying healthy, although they acknowledge that they do not always choose the healthiest dietary options in their

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daily lives. The pupils have a secure spiritual, moral and social development, but their cultural development - and particularly their knowledge of multicultural society - is more limited.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Recent changes of personnel have provided greater consistency in approach and effectiveness in the quality of teaching. The teaching is now at least satisfactory in all classes, and it is good and sometimes outstanding.

In one Year 3/4 class the lively and often humorous approach of the teacher engages and interests pupils, so that most make good progress. In Year 6, the teacher uses resources very imaginatively to draw the pupils into activities. In one lesson, the pupils returned to the classroom to find a huge parachute hanging in the middle of the room. The teacher used this very successfully to fire the pupils' imagination to talk about and act out scenarios that gave them an insight into the setting and characters of the story they were studying. As a result of this approach and the teacher's strong subject knowledge, the pupils made good progress.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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This good progress is not yet seen throughout the school, because in some lessons the work which teachers set is not matched well enough to the needs of the different groups of pupils. This is particularly the case for those with special educational needs and/or disabilities. While these pupils have some good support, at other times the work they are set is not planned carefully enough to meet their specific needs.

The curriculum is securely planned to cover all subjects. Links between subjects such as English and history are providing some opportunities for pupils to write in a range of contexts, but in some years these opportunities are not broad enough. The school has recently improved its resources for ICT, but they are not always used effectively to create sufficient imaginative and interesting opportunities to extend and enhance learning in a range of subjects. More opportunities for the pupils to become involved in a range of after-school activities have strengthened the broader curriculum on offer to the pupils.

The school is working with a range of agencies to support and encourage pupils from the most vulnerable circumstances. Efforts to improve attendance have resulted in a steady increase, but the rate of persistent absence remains high. A caring and supportive ethos is growing within the school and creating a positive climate for learning. As a result, relationships between the pupils and their teachers are positive. The school works conscientiously to remove barriers encountered by individuals, and can highlight examples where considerable strides have been made to help them benefit from the opportunities that the school offers. The school's procedures for dealing with incidents of poor behaviour are appropriate, and general behaviour management is satisfactory.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Each of the acting headteachers, who have led the school over the last two years, has added to the improving management systems, and has provided direction through improvement plans that have become increasingly focused as the school has addressed the many weaknesses it faced. Through this period of change and uncertainty, the phase leaders have provided continuity, increasingly influential middle leadership, and consistently strong role models of effective teaching. The tracking of the pupils' progress, scrutiny of their work, and monitoring of the quality of teaching together now successfully provide the information needed to check that all aspects of school's

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performance are effective. The school's analysis of pupils' progress takes satisfactory account of the groups represented within the school and reflects the school's satisfactory approach to equality of opportunity.

The governing body now provides satisfactory and secure support and direction for the school. The governing body, with many new appointments over the last year, has been well supported by a small group of local authority appointed governors who have ensured that the correct procedures and processes are all now in place. As a result, the governing body is well informed about what is working well and where further improvements are required. The governing body is very aware of the challenges still facing the school and rightly sees establishing consistently good achievement for pupils as a priority.

Partnerships with parents are generally positive, and regular newsletters provide them with key information. However, the change and uncertainty that has surrounded the school in the recent past has been unsettling for many parents. A recent opportunity for parents to shadow their children in lessons was positively received. Partnerships with agencies provide an effective range of additional support for those pupils with specific needs. Involvement in the sports partnership is increasing the range of opportunities for pupils to improve their skills and increase their fitness. Safeguarding procedures are satisfactory.

The school has carried out an audit of how well it promotes community cohesion. So far it has had only limited success in doing so beyond the school. Nevertheless, the pupils' horizons are being extended by topics within the curriculum.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Views of parents and carers

The large majority of parents view the school in a positive light. However, about a quarter of parents are not happy with their child's experience at school. Those who added comments to their questionnaire responses often referred to the changes of headteacher, the time taken to appoint a substantive headteacher, and the general level of uncertainty surrounding the school. Others were pleased that a headteacher has now been appointed and 'look forward to the school going from strength to strength'.

A number of parents commented adversely on how well unacceptable behaviour is dealt with. Inspectors found behaviour to be satisfactory and much improved. The pupils say that incidents of unacceptable behaviour are dealt with promptly, and this was the case during the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Winklebury Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 60 completed questionnaires by the end of the on-site inspection. In total, there are 158 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	18	42	70	6	10	1	2
The school keeps my child safe	14	23	43	72	2	3	0	0
The school informs me about my child's progress	5	8	41	68	11	18	3	5
My child is making enough progress at this school	9	15	35	58	10	17	4	7
The teaching is good at this school	8	13	41	68	9	15	1	2
The school helps me to support my child's learning	7	12	34	58	17	29	0	0
The school helps my child to have a healthy lifestyle	7	12	45	75	8	13	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	5	8	37	62	13	22	1	2
The school meets my child's particular needs	8	13	35	58	11	18	4	7
The school deals effectively with unacceptable behaviour	7	12	30	50	17	28	4	7
The school takes account of my suggestions and concerns	5	8	28	47	19	32	2	3
The school is led and managed effectively	5	8	32	53	20	33	1	2
Overall, I am happy with my child's experience at this school	5	8	37	63	10	17	5	8

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



24 June 2010

Dear Pupils

Inspection of Winklebury Junior School, Basingstoke, RG23 8AF

I have been visiting your school each term for the last two years. I have seen it steadily improve over this time, so I have removed the school from 'special measures' because it is now providing a satisfactory education and is in a good position to get even better.

Those of you in Year 6, are now reaching the standards expected of you. Some of you told me that you thought you had done well in Year 6, and I agree. Most of you are making satisfactory progress, but some are not doing quite as well in writing. I have asked the teachers to make improvements so that you can all make good progress in writing.

Most of you enjoy school, but some of you feel it is not very exciting. I have asked all the teachers to make full use of computers, and of links between subjects, to create really interesting lessons. You can help by getting involved in every lesson and always trying hard. Behaviour has improved, but a few pupils misbehave and upset others. A few of you are not attending every day - it is very important that you do so, unless you are too ill.

You are learning about world faiths in religious education lessons, but the school provides few chances for you to learn about other cultures and communities. I have asked the school to give you more opportunities to broaden your view of the world.

I hope your school will go from strength to strength, and that you will help as much as you can to make it a really good school.

Yours sincerely

Christopher Parker

Lead inspector

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