

# Winterbourne Junior Girls' School

Winterbourne Road, Thornton Heath, Croydon, Surrey, CR7 7QT

**Inspection dates** 8–9 November 2012

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

- Achievement is good and the trend is improving year on year.
- Pupils make good progress and achieve well from their different starting points.
- Teaching is good. Teachers have high expectations of their pupils and make lessons interesting so that pupils learn well.
- Teaching assistants make a positive contribution to pupils' learning.
- There is a stimulating range of activities that enhances pupils' literacy and numeracy skills across different subject areas.
- Pupils' behaviour is good. Pupils enjoy school and are very respectful to each other and to their teachers. They have positive attitudes to their learning.
- This is a very safe and caring school where every child matters. Pupils recognise this and report that they are looked after very well, and that bullying is rare and any incidents are dealt with effectively.
- The headteacher's effective leadership, supported well by governors and other leaders, has been important in ensuring the school has improved the quality of teaching since the previous inspection.
- The actions taken to improve teaching through thorough checking and the use of performance management systems have been highly successful.
- The school enjoys good partnerships with parents and carers and local schools.

### It is not yet an outstanding school because

- In some lessons, pupils have too few opportunities to work independently or think for themselves.
- Teachers' marking does not always tell pupils clearly how well they are doing, how to improve their work or what the next steps in learning are.

## Information about this inspection

- Inspectors observed 15 teachers teach 25 lessons, of which three were joint observations with members of the school's leadership team. In addition, inspectors made several short visits to lessons and observed a number of small groups of pupils being taught by teaching assistants.
- Inspectors heard pupils from Years 4 and 6 read, and also held meetings with two groups of pupils.
- Inspectors spoke to the Chair of the Governing Body, members of the school management team and a representative of the local authority. Inspectors also met with parents and carers at the start of the school day.
- Inspectors looked at the school's work, and at a range of documents, including school improvement plans, achievement data on pupils' current progress and documents relating to safeguarding children.
- Questionnaires were analysed from 13 staff.
- There were no responses to the online questionnaire (Parent View); therefore, inspectors looked at the outcomes from a recent survey the school had completed with parents and carers.

## Inspection team

Sarah Jones , Lead inspector

Additional inspector

Colin Lower

Additional inspector

Gill Walley

Additional inspector

## Full report

### Information about this school

- Winterbourne Junior Girls' School is larger than average, being a three-form entry school, with the numbers on roll increasing year on year. The site is shared with its partner infant school and Winterbourne Junior Boys' School.
- Most pupils are from minority ethnic groups, with a large proportion who speak English as an additional language. The proportion of pupils joining and leaving the school at other than the usual times is above average.
- The proportion of pupils with special educational needs supported by school action is above average. The proportion supported by school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for free school meals and for whom the school receives additional income (pupil premium) is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has a number of recent awards including those for healthy schools and sustainable travel.

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

- Improve the quality of teaching by July 2013, by ensuring that :
  - marking always tells pupils how well they are doing and has brief, clearly stated advice on how to improve and what the next steps in learning are.
  - all pupils are provided with enough opportunities to take greater responsibility for their own learning
  - the work set is always challenging enough, especially for the more-able pupils.

## Inspection judgements

### The achievement of pupils is good

- The school has been successful in addressing the key issues from the previous inspection in tracking pupils' progress so that the teaching meets their needs. As a result, they achieve well.
- Pupils make good progress from their varying starting points because they enjoy their learning and school tracking data indicate that progress continues to improve.
- Imaginatively planned topics ensure that the pupils' skills in communication, reading, writing and mathematics are developed well across all subjects within the curriculum, supporting the good rate of progress being made. For example, pupils carried out research on the history of the school to produce a piece of creative writing.
- The more-able pupils generally make good progress because teachers and teaching assistants usually make sure the work is demanding and tailored to their particular needs. However, there are occasions when they find the work easy to complete and do not make the progress of which they are capable.
- Learning in lessons is usually good. Pupils work together well; they treat each other's views with respect, share resources, help each other and discuss progress with their 'talking partner'. Occasionally, progress slows when they are not so actively involved in their own learning, or when they are not clear about how well they are doing and how to improve their work.
- Improvements made in teaching are securing good progress for all pupils, especially for those eligible for pupil premium and those who are disabled or have special educational needs. Many of these pupils are making accelerated progress across the school from their individual starting points and this is secured with well-focused support and effective interventions delivered by teachers and teaching assistants.
- Pupils for whom English is an additional language achieve well because the school meets their needs and ensures good development of language skills.
- The learning needs of pupils who move to the school from elsewhere are rapidly assessed and responded to, enabling them to settle quickly. As a result, they quickly achieve a good rate of progress in line with others, ensuring equality of opportunity.

### The quality of teaching is good

- Teachers have good subject knowledge and expertise, which they use effectively to develop skills in literacy and numeracy across all subject areas. They provide a wide range of activities that promote pupils' vocabulary, confidence when speaking and their writing skills. Reading is promoted effectively through guided reading sessions and the newly created library area encourages pupils to read widely.
- The quality of teaching over time is good, with some examples of outstanding teaching. Frequently, the pace of lessons is brisk, so that learning is rapid and pupils quickly acquire new skills. Effective discussions towards the end of lessons review what pupils have learned and this enables them to understand how well they are doing.
- Teachers use a wide range of teaching methods effectively. 'Talking partners' help pupils explore and express their understanding. Teachers' questioning is frequently searching and encourages pupils to explain their thinking accurately and carefully. Classroom displays are there to support with prompts, so pupils rarely get stuck. Small group work is used effectively, and this contributes well to pupils' social development. At times, there are some missed opportunities to challenge pupils to become more responsible for developing their own lines of enquiry in their learning.
- Teachers and teaching assistants provide good support for disabled pupils and those with special educational needs. They question, prompt and provide specific resources where required, and enable these pupils to work well by themselves and with other pupils.

- Teachers develop pupils' learning well through topics, which link subjects together. For example, in a Year 3 lesson, the teacher linked mathematical concepts and Egyptian history; this further supported the pupils' understanding of number bonds.
- Standards of writing generally develop well through the school and pupils' handwriting and presentation skills are consistently good in all classes.
- The school has recently changed how teachers' marks work, and new approaches are not fully embedded. There are times when it is not clear how pupils are making progress or how they should improve their work.
- Relationships are warm, friendly and supportive. Pupils' welfare is at the heart of classroom practice and all teachers help their pupils to become successful learners.

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

- The school is a very harmonious community with pupils valuing one another's faiths, cultures and ways of life. Every opportunity is taken to teach pupils about multicultural Britain in lessons and assemblies.
- Teachers set a good example of how to respect each other and this contributes to good relationships between pupils, who respect and celebrate each other's achievement and success.
- Pupils are enthusiastic about learning and almost all work hard. Their behaviour is usually good, and sometimes outstanding.
- When pupils are playing outside, moving around the school or interacting with each other and adults, their behaviour is good and they are polite, friendly and helpful. They respect, tolerate and are considerate to each other, which demonstrates their strong moral code.
- Behaviour is managed consistently well by all staff, including midday supervisors. The rules and procedures are applied consistently and evidence from school records indicates that incidents of poor behaviour are low.
- Pupils interviewed agreed that they enjoy school. The school council provides pupils with an opportunity to take an active role in the decision making at their school.
- Pupils feel safe in school, and say that there is very little bullying and any incidents are swiftly dealt with.
- Pupils entering the school at times different from the normal school year are well supported by their peers, some of whom act as young interpreters.
- Attendance has improved since the last inspection and is broadly average. This reflects the diligence of staff in encouraging good attendance of all groups of pupils.
- Pupils are confident, well-balanced individuals who are well prepared for the next phase of their education.

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

- The relentless ambition of the senior leadership team, driven by the passionate and highly effective headteacher and deputy headteacher, has brought about considerable changes to pupils' outcomes over recent years. Areas from the previous inspection have been addressed. A culture of rapid and sustained improvement has been achieved by robust monitoring and action planning, which has ensured that pupils make good progress.
- Performance management and professional development are used well, and are closely matched to the school's targets for improvement as well as teacher training needs.
- The school's self-evaluation accurately identifies its strengths and areas for development. It has taken effective action to reduce ineffective teaching; an external consultant has provided support with this. Good professional development and rigorous targets for improvement have ensured that staff know what they need to work on in order for teaching over time to become outstanding. The school demonstrates good capacity to continue this improvement.

- Links with the local authority are strong. They provide good-quality training as part of the school's programme of professional development to improve teaching.
- The curriculum is well managed and provides a wide range of activities in response to pupils' needs and interests; this includes work within the local community.
- Opportunities for pupils to find out about their own locality and the wider world are good, and help pupils to learn about and respect the values and beliefs of different cultures. This promotes their social, moral, spiritual and cultural development well, and helps eliminate all forms of discrimination. The work in Year 5 on Victorian Britain using a local census enabled pupils to relate to their local area with interest, and enthusiasm was certainly evident during the inspection.
- Parents and carers are pleased with the school. They say the school is well led and managed and staff are very approachable and supportive. However, there is a concern about the facilities available in the school 'dining pod' to provide children with a hot meal. Parents and carers are aware that the headteacher is trying very hard to resolve the issue.
- **The governance of the school:**
  - Members of the governing body are experienced and provide a high level of challenge to the senior staff at the school. They have a clear understanding of the school, including performance management and the implementation of Teachers' Standards on pupils' progress, financial issues and use of the pupil premium, which includes in-class support to target pupils not reaching age-related expectations in reading, writing and mathematics. Governors are fully involved and attend local authority reviews with a focus on evaluation and planning of activities that are key to the school's success. Governors are aware of their changing role and the importance of training and development which has included an update on the school's tracking and monitoring of achievement. The governing body ensures that procedures for safeguarding are robust. It checks that all requirements are fully met, and that the processes for appointing staff are secure.

## 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>	101745
<b>Local authority</b>	Croydon
<b>Inspection number</b>	404779

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Girls
<b>Number of pupils on the school roll</b>	333
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Charlie Allen
<b>Headteacher</b>	Janet Godfrey
<b>Date of previous school inspection</b>	30 September–1 October 2010
<b>Telephone number</b>	020 8684 3532
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