

Winterbourne Junior Girls' School

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

Inspection dates

6–7 October 2015

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- The school has not maintained the good standard of education reported at the last inspection.
- The governing body is supportive of the school. However, the challenge it provides does not have sufficient impact on all aspects of the school's work.
- Despite recent improvements, the quality of teaching is not always good enough in some lessons.
- As a result, pupils' academic progress, especially in writing and mathematics, varies between classes and subjects.
- Activities are not always closely matched to pupils' abilities, especially the most able.
- Sometimes, without close supervision from an adult, a minority of pupils find it hard to remain actively involved or work on their own during lessons.
- Attendance is below average and particularly low for the older pupils.

The school has the following strengths

- The new headteacher communicates her ambition and approach to driving improvement effectively.
- While some teaching requires improvement, there are examples of good practice.
- Pupils' personal development is good because the school's curriculum provides good pastoral support and guidance.
- Overall rates of academic progress are improving in all year groups.
- Pupils are safe, they know who to approach when they have any concerns and feel confident to do so.
- Parents are happy with their child's experience of school. They value the information they receive from school.

Full report

What does the school need to do to improve further?

- Improve the impact of leadership and management on the school's improvement by making sure that:
 - the support and challenge governors provide has greater impact on accelerating the progress made by all pupils
 - plans for improvement include milestones against which accelerated progress can be measured for all pupils, including the most able
 - the work of subject leaders is strengthened so they can tackle underachievement rigorously
 - pupils' attendance improves, particularly for the current Year 6 pupils.

- Improve the quality of teaching to accelerate progress in writing and mathematics by:
 - providing guidance for teachers about the school's expectations for teaching handwriting
 - improving teachers' mathematical subject knowledge so they understand how to move pupils' learning forward during lessons
 - making sure the school's marking policy is implemented and monitored consistently
 - providing pupils, especially the most able, with activities that are closely matched to their abilities
 - improving some pupils' attitudes to learning so they maintain concentration and apply themselves when working on their own.

Inspection judgements

Effectiveness of leadership and management requires improvement

- While the school has not maintained the previous inspection judgement of good, effective action taken by recently appointed leaders has focused all aspects of the school's work on improving the quality of education. The new headteacher has communicated an ambitious vision for the school, but this has yet to generate accelerated progress for all pupils. The environment is safe and nurturing and the school places a strong emphasis on the pupils' personal development.
- Most significantly, over the last 12 months, inadequate teaching has been eradicated and the proportion of good teaching has improved and continues to do so. This is due to effective performance management whereby teachers' training, development and pay is linked to improving the achievement of pupils.
- Leaders have developed new systems to accurately monitor the quality of teaching and make assessments about pupils' academic progress. Where teaching is having a strong impact on outcomes, teachers use this information carefully to track pupils' progress and plan activities that meet the needs of all groups of learners. While this is not yet typical in all parts of the school, it was a significant factor contributing to the rapid progress made by Year 6 pupils last year. As a result, the previous decline in standards was halted.
- The schools' plan for improvement rightly focuses on improving the quality of teaching. Some milestones, against which academic progress will be measured, do not focus enough on accelerating progress for pupils who have fallen behind or the most able. Subject leaders are clear what needs to be done for these pupils and are beginning to monitor their progress.
- Leaders have reorganised the curriculum to make sure the development of literacy and numeracy skills is a priority. A good range of children's literature has been carefully selected to inspire and motivate pupils' reading and writing. Topics have also been planned that use a range of interesting resources, supported by educational visits, to make learning interesting and fun in other curriculum areas. The use of specialist teaching is making a good contribution in other aspects of the curriculum such as physical education and music.
- Leaders encourage all pupils to try new activities that will develop their personal, sporting or creative skills. A wider range of after-school clubs have been introduced this year. Time is also set aside for pupils to host events to raise funds for charities. A house team point system has also been introduced this year. This is another example where excitement, cooperation and a sense of purpose is promoting the overall school aims.
- School leaders commissioned an external audit to review the impact of how the pupil premium funds were spent in 2014. Leaders have used recommendations to correctly target additional funds. As a result, all pupils can now play an active part in school life and enjoy equal access to the range of events and activities on offer. This includes subsidised places at clubs, events or to attend trips. Furthermore, additional lessons are provided at the weekend or during school holidays to enable faster academic progress.
- The school has refocused use of the sport premium funding to improve opportunities in physical education. Leaders have formed a partnership with other schools, supported by the local authority, to increase participation at competitive events. Recently, pupils were highly successful at a tournament for athletics. Leaders have recruited a specialist coach who teaches physical education to pupils and provides professional development for staff.
- The school fosters pupils' social, moral, spiritual and cultural development positively in a number of ways. All pupils have the opportunity to join the school choir and to enjoy reading literature from around the world. This contributes to their cultural development. Carefully planned, monthly, whole-school themes extend pupils' social skills and broaden their understanding about the school values. These include being honest, tolerant and respectful. Relevant examples are explored during assemblies and celebrated through the house point system of rewards. These approaches contribute to the positive relationships seen between staff and prepare pupils well to become responsible citizens in modern Britain.
- The school develops partnerships with families. Recently, the school introduced 'Winterbourne Expects', a regular evening event hosted by leaders, staff and the pupils to share information about learning and welfare arrangements with families. Parents who spoke to inspectors said they found this useful.
- Local authority representatives meet leaders regularly to make sure that the rapid improvement is sustained. This current level of support is due for review.

■ The governance of the school

- Since the previous inspection, the governing body has not monitored all aspects of the school's work with sufficient rigour. Challenge and support did not sufficiently impact on the achievement of all pupils, including those entitled to the pupil premium funds or the most able.
- A new Chair of the Governing Body was appointed last year and an independent review of governance was commissioned by the school. Some improvements to governance have been made in line with the review's recommendations. Notably, individual responsibilities have been allocated to all governors and more frequent meetings convened.
- The arrangements for safeguarding are effective. Training for governors ensures the safe recruitment of staff. While the current safeguarding policy does not place sufficient emphasis on the most recent guidance from the Department for Education, the governing body has clear plans in place to address this.

Quality of teaching, learning and assessment requires improvement

- While it is clear that teaching is improving and inadequate teaching has been eradicated, it is not typically good across the school. This is why, as acknowledged by leaders, not all pupils are catching up quickly enough. However, staff are receiving training and examples of good teaching practice are shared across the school.
- Where teaching is effective, teachers use secure subject knowledge to make careful assessments about their pupils' learning. They use the information to match activities to pupils' needs and give them clear guidance so they can improve their work. As a result, pupils make accelerated academic progress.
- This approach is not consistent across the school. For example, in some mathematics lessons teachers provide activities to reinforce basic calculation methods. While this is supportive for some pupils, it limits progress for others who are already secure using the method. There are limited opportunities for pupils, including the most able, to use their mathematical knowledge in more complex activities.
- Teachers are clear about the writing skills they need to teach to improve pupils' spelling, punctuation and use of grammar. They are using a wider range of literature to inspire pupils to write in different styles. Since the beginning of term, pupils have completed a good range of writing in their exercise books. However, not all teachers are clear about the school's expectations for teaching handwriting. As a result, pupils are not developing a confident style as they progress through the school.
- Teaching assistants work hard in lessons to make sure pupils stay on task and complete their work. However, a few pupils rely on this additional support to make progress. Sometimes, when they are left to work on their own, they do not have the necessary skills needed to sustain concentration and effort.
- The school has developed its own approach to marking pupils' work. Where it is working well, pupils know how they can improve their learning because teachers' comments are helpful. However, this approach is not being consistently applied by all teachers or in all subjects. It is a stronger feature in English books compared to mathematics. Some teachers' handwriting is not always clear. This can make it hard for pupils to read their comments and act on their advice

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school's curriculum provides good pastoral support and guidance. Pupils are sensitive to each other's needs and make a contribution to their local community through charity work. They also have a good sense of what it means to lead a healthy lifestyle.
- Pupils can name adults at school with responsibility for their welfare. They say they always have someone to go to if they have any concerns. They also appreciate the classroom 'feeling scales' so they can communicate their feelings across the day. Teachers use this system to provide any additional care and support.
- Pupils know how to stay safe. They are aware of potential dangers they may come across in a range of situations. The older pupils are trained as road safety officers and the school's work places particular emphasis on internet safety. Each week a new aspect is covered during assembly. As a result, pupils' awareness is maintained regularly, including about cyber-bullying.

- There is a strong focus on raising pupils' aspirations. This is central to the school's aims and the headteacher's vision. Pupils talk enthusiastically about collecting points for the new house system and understand that the houses are named after significant, famous female leaders to provide them with strong role models.

Behaviour

- The behaviour of pupils requires improvement. There are two main reasons for this:
 - A minority of pupils find it difficult to stay actively involved during lessons. Sometimes, they lose concentration, particularly when they are expected to work on their own. While this is not disruptive to other pupils, it does hinder their own progress
 - Attendance is low for several pupils in some year groups, particularly in the current Year 6 classes. This hinders their academic progress.
- Pupils move around the school in a calm and sensible manner. They enjoy wearing their new school uniform and are very proud of their privilege ties and badges. These new features are developing pupils' pride in their school. Pupils report that bullying is very rare and say any issues are dealt with quickly.

Outcomes for pupils

require improvement

- In 2014, the school did not meet the government's floor standards, which set out the minimum expectation for pupils' attainment and progress in reading, writing and mathematics. That year, all pupils were at least two terms behind their peers nationally, with disadvantaged pupils being up to four terms behind. Furthermore, some of the most-able pupils did not make enough progress to reach the higher levels which they should have done, based on their starting point.
- Recent assessment information shows that the school met the government's floor standards in 2015 and the proportion of pupils achieving the expected standard in reading, writing and mathematics was close to the national average.
- These better results were due to the good progress that Year 6 pupils, including disadvantaged pupils, made last year compared with previous years. In reading, pupils' progress matched that of pupils nationally. Similarly, the wide gaps in achievement closed for disabled pupils and those with special educational needs. The proportion of pupils, including disadvantaged pupils, making more than expected progress still remained low compared with national averages.
- In other year groups, achievement remains variable across classes and subjects. It is sometimes stronger in reading than mathematics and writing. However, the school's assessment information shows many pupils, including disadvantaged pupils, have made faster progress in the last 12 months. This is confirmed by seeing the work that pupils have completed in their books since the beginning of term. Leaders recognise that standards of handwriting remain low across the school.
- There is limited evidence of accelerated progress since the start of term for some of the most-able pupils because work set is not challenging and is too easy for them.
- The headteacher has set a clear expectation that all pupils should read at home each night. This is generating faster progress and is evident in reading outcomes across the school. While most pupils are clear about this expectation and rise to the challenge, some teachers do not make sure the approach is consistent in classes.

School details

Unique reference number	101745
Local authority	Croydon
Inspection number	10005498

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Girls
Number of pupils on the school roll	347
Appropriate authority	The governing body
Chair	Vanessa Wilkinson
Headteacher/Principal/Teacher in charge	Mary Berkeley-Agyepong
Telephone number	020 8684 3532
Website	Winterbourne Junior Girls' School
Email address	office@winterbournegirls.croyden.sch.uk
Date of previous inspection	8–9 November 2012

Information about this school

- This is a larger than average primary school. The school shares a site with Winterbourne Junior Boys' School and the infant school.
- A new headteacher has been appointed since the previous inspection.
- The proportion of pupils known to be eligible for the pupil premium is above average. The pupil premium is funding for those students who are known to be eligible for free school meals and for children looked after by the local authority.
- Most pupils are from minority ethnic groups and the proportion who speak English as an additional language is high compared with the average.
- The proportion of disabled pupils or those who have special educational needs is below the national average.
- In 2014, the school did not meet government's floor standards, which set out the minimum expectation for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school has recently received an award, renewing its status as a healthy school.

Information about this inspection

- Inspectors observed teaching and learning in 17 lessons or parts of lessons, including joint observations with the senior leaders.
- Inspectors listened to pupils read and observed pupils during playtimes and lunchtimes.
- Inspectors examined a range of recent work by pupils in their exercise books and their work on display.
- Inspectors spoke to pupils and parents to gain their views about the school. There were too few responses to the online questionnaire, Parent View, for inspectors to consider.
- Inspectors scrutinised a range of documents including those related to improvement planning, safeguarding and the school's information for tracking pupils' academic progress.
- Meetings were held with leaders, the Chair of the Governing Body, members of staff and representatives from the local authority.

Inspection team

Kirstie Fulthorpe, lead inspector	Her Majesty's Inspector
Jennifer Nutt	Ofsted Inspector
Martin Beale	Ofsted Inspector
Liz Smith	Ofsted Inspector

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