

Wroughton Junior School

Inspection report

Unique Reference Number	120968
Local Authority	Norfolk
Inspection number	339814
Inspection dates	24–25 March 2010
Reporting inspector	Norma Ball

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	327
Appropriate authority	The governing body
Chair	Mr Tony Blaxell
Headteacher	Mr Michael Hawkes
Date of previous school inspection	19 September 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 23 lessons and saw 19 teachers. The inspectors met parents, informally, on the first morning of the inspection and held meetings with the headteacher, teaching staff, governors and pupils. The school's work was observed; this included scrutinising samples of pupils' work, the school's systems for tracking pupils' progress, management and curriculum documentation, teachers' planning, safeguarding documentation, and 71 parental questionnaire returns.

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

- the steps taken by the school to improve attainment in mathematics and address underachievement by girls
- how well teachers use target setting and assessment to meet the needs of pupils of different ability, especially the more able
- the behaviour of pupils in lessons and around the school
- the accuracy of monitoring and self-evaluation by leaders and managers and whether this is leading to sufficient improvement in achievement.

Information about the school

Wroughton is larger than average and was reorganised from a middle to a junior school in September 2008. Most pupils join from the adjacent infant school and are of White British heritage. A small number of pupils come from a range of minority ethnic backgrounds and a few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is much larger than found nationally. The majority of these pupils have moderate learning difficulties and behavioural, emotional and social needs. A higher than average number of pupils is entitled to free school meals. The school has gained the Active Mark and Healthy Schools award.

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****2**

Main findings

The school provides a satisfactory education. The strong leadership of the headteacher has established a committed and caring teaching team with a clear focus on securing improvement in the school. Improvement is gaining momentum. A large majority of the parents and carers who responded to the parents' questionnaire are pleased with the school. One parent wrote, 'I am really happy with Wroughton School. Staff and head are really friendly and supportive. My child is really happy.'

Attainment meets national averages in English, mathematics and science. There has been a steady improvement in achievement over the past three years because the accuracy with which pupils' progress is tracked has improved and appropriate strategies, especially to improve pupils' writing, are proving successful. Further work remains to be done in using information about pupils' progress to plan work in lessons that challenges all groups of pupils and helps them to make better progress, especially the more able. Overall, boys and girls make good progress. This is particularly evident in Year 6 where teaching is consistently good and teachers set high expectations of work, behaviour is good and pupils are fully involved in challenging tasks. In some classes, pupils' work is marked carefully with clear guidance on how the work can be improved and pupils make better progress. This good practice is not consistent across the school. Occasionally, a combination of work which is not well matched to the ability of the pupils and the inconsistent management of inattentive behaviour can result in learning opportunities being lost for the whole class.

Pupils with special educational needs and/or disabilities make good progress from their individual starting points. Their needs are quickly and accurately assessed and a flexible and well-planned range of good quality support is provided for them. Strategies to challenge and extend more-able pupils are a current focus for the school but are at a very early stage of implementation. Pupils feel safe in school and show good confidence in the adults who care for them. They understand how to stay safe and the importance of a healthy life style. Good care and support for pupils are tangible elements of the school ethos.

Central to the improvements that have taken place in the school is the committed leadership of the headteacher. Middle managers are rapidly improving their leadership and monitoring skills as year heads or subject leaders. They monitor and manage their areas of responsibility with increasing skill but are not sufficiently involved in the school's self evaluation or strategic planning. Governors too have improved their skills, extend some challenge to senior leaders and managers, and are beginning to play an active part in monitoring developments in the school. The outcomes of the work of leaders and managers are demonstrated through rising standards and the much improved progress pupils make in writing. This shows that the school has good capacity to improve.

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What does the school need to do to improve further?

- Ensure that teachers use assessment information to plan lessons which consistently match the needs of different groups of pupils with challenging work, especially the most able.
- Improve the proportion of teaching which is good or better by
 - engaging pupils fully in their learning by marking their work clearly to show clearly how and where they can make improvements
 - managing behaviour consistently so that learning is not interrupted.
- Increase the strategic participation of governors and middle leaders with significant subject or year group responsibilities so that they are able to take a full part in evaluating and continuing to improve the work of the school.
- About 40% of the school's 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

Pupils make good progress in their learning especially when work is accurately matched to their ability and stretches them to do the best they can. Most pupils show a positive attitude to their work, listen attentively and are keen to answer questions. Girls' progress is often good because they listen attentively and stay on task well.

Pupils' attainment in English, mathematics and science is improving gradually. Setting in English and mathematics is effective because pupils' progress is monitored carefully by heads of year and support is provided quickly for pupils identified as underachieving. Pupils enter the school with below average attainment, especially in writing. The school's tracking indicates that progress has improved and is now good. Work seen in lessons and in pupils' books confirms this improvement but the trend is not consistent across all year groups; it is better in Years 5 and 6. In particular, the progress made by more-able pupils is stronger in mathematics and science although there are signs that it is now improving in English. The school recognises that increasing the achievement of more-able pupils is an area for improvement. Booster groups in literacy and numeracy, and focused individual support, ensure that pupils identified as not making the progress expected of them are helped to move forward. This is also true for pupils with special educational needs and/or disabilities. Support staff help to improve pupils' progress and also build their confidence and self-esteem.

Behaviour at playtime, lunchtime and around the school is mostly good. Pupils are happy and lively and many of them spoke about how much they value the friends they had made at school. Further work remains to be done to ensure that behaviour in lessons is consistently good and inattentive behaviour is dealt with quickly. Pupils' spiritual, social moral and cultural development is satisfactory and they have appropriate opportunities to learn about other faiths and cultures. They have a good understanding of the importance of a healthy diet and fitness as indicated by the Active Mark and Healthy Schools awards. Pupils have a satisfactory range of responsibilities, including house captains, which they carry out with pride and efficiency. The school council is respected and meets regularly to discuss ideas to help bring improvements to the school that pupils feel are valuable. The

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satisfactory academic skills which pupils achieve and their sound personal development ensure they are satisfactorily prepared for the next stage in their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

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

How effective is the provision?

Teachers have good subject knowledge and plan lessons which have a clear structure. The purpose of lessons is made clear to pupils and there is some good use of open questions to help extend pupils' understanding, to explain their ideas and develop their speaking skills. Clear targets have been set for ability sets in English and mathematics. In some sets, especially in Year 6, pupils have individual targets but this is not consistent across the school and, as a result, pupils are not clear about what they need to know and still have to learn. Work is marked regularly and praise is given for effort and good work. Good examples were seen of marking that gave very clear guidance to pupils about how a piece of work could be improved, or identified where pupils were not clear on a point and needed additional support. This good quality marking is inconsistent and good practice is not shared throughout the school. Good support is provided for pupils who do not find learning easy. Teaching support assistants are well deployed, work in close partnership with teachers and provide good support to the pupils in class and in small groups. The same is not true in some classes for more-able pupils. Some teachers do not use what they know about able pupils' prior learning to plan work which encourages them to work hard and improve their progress. These pupils are often provided with the same work as

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the rest of the class with some additional tasks at the same level. They finish their work quickly because work is too easy and this limits their progress.

The curriculum is developing because the school are exploring additional strategies to help all groups of pupils improve the progress they make. Writing has been a successful focus and teachers are beginning to extend the opportunities for both creative and report writing in other subject areas. For example, a project on designing a holiday brochure began with research using information and communication technology and included numeracy in calculating costs, design and literacy skills. Music and art are much enjoyed by pupils; school clubs at lunch time and after school provide artistic opportunities such as jewellery-making as well as sports activities. Pupils are valued as individuals and the care and support they receive is good. Good links with a range of agencies and external services extend the good care provided in school.

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	2

How effective are leadership and management?

The headteacher shares with all staff his determination to improve the progress that pupils make and drive the school forward. Monitoring of pupils' progress, teaching and learning, and curriculum developments has improved. Senior leaders and managers are not complacent and recognise there is further work to be done. Strategic planning and the evaluation of the school's strengths and areas for improvement are firmly led by the headteacher. However, middle leaders, managers and governors recognise they have an increasing part to play.

Safeguarding procedures are satisfactory because new policies have been successfully introduced into the school and staff have a good awareness of all aspects of health and safety for pupils. However, some monitoring checks of equipment are not carried out regularly. Links with parents and carers are good with termly reports available for parents and regular guidance on how they can support their children's learning in subject areas. A joint enterprise with Family Learning has promoted courses for families on healthy eating. Links with the local infant school are well developed and valuable. All pupils are treated equally and the school is free from discrimination. The school has considered its role in the local community and has well established local links. Charitable links with Nepal and a school in Ghana have been established but further work remains for governors in promoting and monitoring all aspects of community cohesion to encourage pupils' awareness of their role as future citizens in their local area, nationally and in a world context.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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

Views of parents and carers

Of the 22% of parents and carers who returned the questionnaire, a large majority were positive in their views of the school. Some had concerns about how pupils' unacceptable behaviour is managed by the school. The inspection found that the school had worked with determination to improve behaviour which was found to be good around the school. However, further work remains to be done to ensure there is a consistent approach by all teachers to managing behaviour in a few lessons. The inspection found that pupils had a good awareness of all that contributes to a healthy life style. Although some parents and carers felt the school did not take account of their suggestions and concerns others commented positively on this aspect.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wroughton 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 71 completed questionnaires by the end of the on-site inspection. In total, there are 327 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	42	36	51	4	6	1	1
The school keeps my child safe	31	44	38	54	0	0	2	3
My school informs me about my child's progress	29	41	39	55	3	4	0	0
My child is making enough progress at this school	25	35	43	61	3	4	0	0
The teaching is good at this school	29	41	38	54	3	4	1	1
The school helps me to support my child's learning	20	28	43	61	6	8	1	1
The school helps my child to have a healthy lifestyle	22	31	39	55	10	14	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)	20	28	43	61	2	3	0	0
The school meets my child's particular needs	21	30	44	62	5	7	1	1
The school deals effectively with unacceptable behaviour	17	24	40	56	9	13	5	7
The school takes account of my suggestions and concerns	16	23	42	59	7	10	2	3
The school is led and managed effectively	21	30	44	62	4	6	0	0
Overall, I am happy with my child's experience at this school	28	39	38	54	2	3	3	4

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 all 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 inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in the Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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 pupils' 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.



Monday 29 March 2010

Dear Pupils

Inspection of Wroughton Junior School, Gorleston, NR31 8BD

Thank you for welcoming us to your school, helping us find our way around the building and talking to us about your work.

You told us that you like your school and value your friends. Adults take good care of you and you feel safe and confident to seek help when you need it. You told us how much you enjoy the clubs and out of school activities that are arranged for you and also about the work of your school council. Your headteacher leads your school well and he is working hard with the rest of the staff to help you do the best you can.

We think that Wroughton is a satisfactory school which means that it does some things well, but also needs to make some things better.

We have asked your teachers to use what they know about the progress you are making to plan lessons with activities that make you think and work as hard as you can, especially those of you who find learning easier.

To make sure that more of your lessons are good and you learn a lot, we have asked that teachers deal quickly with silly behaviour so that your lessons are not interrupted.

We have also asked them to make it clear to you when they mark your work what it is you could do to make that piece of work even better.

Finally, we have asked that those teachers who have special responsibilities in the school, and the governors, work closely with your headteacher to keep a close watch on all that the school does and so help it to become even better.

You can help by working hard and making sure that you behave well in lessons so you make good progress.

We wish you well for the future.

Yours sincerely

Norma Ball

Lead inspector

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