

Wroughton Junior School

Burgh Road, Gorleston, Great Yarmouth, NR31 8BD

Inspection dates 24–25 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Standards are below average and pupils are not making fast enough progress to catch up.
- Too few make good progress because they are set work that is too easy for them.
- The new systems to track pupils' progress are not always used to identify quickly enough the pupils who need extra help and to give them the support that they need.
- Teachers do not always match the work to the ability of the pupils, encourage them to become more independent in their learning or have high enough expectations of behaviour.
- Plans for improving the school are not clear enough to show exactly what actions need to take place to raise the quality of teaching and pupils' progress.
- Monitoring of teachers' work does not clearly tell them what needs to be improved and there are not enough opportunities for teachers to share what works well.
- Governors are not given enough information to allow them to be more effective in checking the improvements in the school.

The school has the following strengths

- More pupils are now making the progress they should during their time at school.
- Pupils enjoy coming to school and feel safe.
- Attendance is now average, which shows an improvement from previous years.
- Disabled pupils and those who have special educational needs are fully integrated into the school.

Information about this inspection

- Inspectors observed 26 lessons, of which four were joint observations with senior leaders. All class teachers were seen working with the pupils.
- Discussions were held with the headteacher, the Chair of the Governing Body, an additional governor, the local authority primary adviser, senior leaders, staff and groups of pupils.
- Inspectors took account of the 13 responses to the Parent View online questionnaire, the 64 responses from the school parent questionnaire (September 2012) and the seven responses from the staff questionnaire.
- Inspectors scrutinised a range of evidence, including the school development plan, the system to track pupils' progress, records relating to behaviour and attendance, safeguarding documentation, and a sample of pupils' work.

Inspection team

Stephen Walker, Lead inspector	Additional Inspector
Linda Phillips	Additional Inspector
Edwin Powell	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized junior school.
- The majority of pupils are from White British backgrounds. There is a small number from minority ethnic backgrounds.
- A well above-average proportion of the pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of pupils supported at school action, school action plus or assessed with a statement of special educational needs is well above average. Many of these pupils have moderate learning difficulties or social, emotional and behavioural difficulties.
- The school has a Learning Support Unit, financed through the pupil premium, for pupils who require additional help with their work.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The school has received the Activemark and Artsmark awards and has achieved National Healthy Schools status.

What does the school need to do to improve further?

- Ensure that teaching is good or better by making sure that all teachers are:
 - expecting the very best work from all pupils so that they achieve their full potential
 - demanding high standards of behaviour and providing activities that engage all pupils so that they retain concentration
 - making sure that activities and instruction are set at the right level for the pupils
 - encouraging pupils to rely less on adults and more on themselves when learning.
- Raise the attainment and progress of pupils across the school, especially in English and mathematics, by:
 - building on the systems for tracking pupils' progress and providing effective additional support for all pupils at risk of underachieving, including those supported at school action plus
 - increasing pupils' abilities and confidence in reading, writing and applying their numeracy skills
 - ensuring that staff and pupils are working towards challenging targets which will demonstrate good progress.
- Develop the effectiveness of leadership and management and its impact on school improvement by:
 - ensuring that leaders' lesson observations focus on the impact of teaching on pupils' learning and progress
 - developing the roles of the senior, subject and year leaders so that they are fully involved in improving teaching through sharing good practice and coaching
 - ensuring that the school development plan includes more detail on the actions which will lead to improvements, so that governors, leaders and staff can use it more effectively as a working document
 - providing governors with sufficient information so that they can be more effective in their monitoring role.

Inspection judgements

The achievement of pupils

requires improvement

- Standards are not improving fast enough in the school. Although there has been some improvement over the last two years, attainment in English and mathematics remains below average. Not enough pupils reach the higher levels of attainment. Although the majority of pupils are now making expected progress from their low starting points, too few are making more than expected progress.
- Progress is variable across the classes although there is a better rate of progress during Year 5 and 6 due to more effective teaching. Pupils' skills and confidence in reading and writing are not being consistently developed across the school. Similarly, key skills in numeracy are weak and many pupils have difficulties with calculations in their mathematics work.
- Pupils make better progress in reading than in writing, although attainment in reading at the end of Years 6 remains below average. Reading is a key priority and pupils are encouraged to read at home and in school each day. The school is attempting to improve the quality of writing for both boys and girls through by ensuring that teachers give pupils more practical guidance on choosing the right words and how best to structure their writing. The emphasis on speaking and listening in some classes and encouraging all pupils to answer questions is supporting the improvement in writing skills.
- The newly developed systems for tracking pupils' progress, and the support provided through the pupil premium funding for underachieving pupils, are leading to improved progress for many pupils, particularly those who find learning difficult. However, some pupils are not identified quickly enough and some do not always get as much support as they need.
- Most disabled pupils and those who have special educational needs make progress in line with their peers. This is because effective work from other adults and additional help in the Learning Support Unit help them to overcome barriers to learning and take part in lessons with the other pupils. However, the school has identified that a number of school action plus pupils are not making sufficient progress.
- The proportion of pupils making more than the expected progress from their starting points is below that found nationally. More of the pupils are capable of gaining the higher levels in English and mathematics. Targets for pupils and classes are sometimes not challenging enough, so that a few pupils who could make more than average progress do not achieve their full potential.

The quality of teaching

requires improvement

- There is not enough good teaching in the school. Although there is some good teaching across the year groups, there are too many classes where the quality of teaching and learning requires improvement. Expectations are often too low for many of the pupils who are capable of higher standards of work.
- Pupils concentrate and learn well when activities are interesting and set at the right level. However, there are too many lessons when the work does not challenge pupils or capture their attention. Expectations for behaviour are sometimes too low and pupils are allowed to drift off task and become disengaged.
- Teachers are not always making sure that the activities are set at the right level. Often, the work

is too hard and pupils are unable to progress without support from the teacher or other adults. Similarly, some pupils are not challenged enough to gain the higher levels because the work in lessons is sometimes too easy for them.

- Not enough teachers encourage pupils to rely more on themselves when learning. In some lessons, pupils sit listening for too long without being actively involved, and some teachers tend to do the thinking and problem solving for the pupils.
- In a number of lessons where pupils make good progress, the teacher sets a range of interesting activities so that pupils show enthusiasm and good concentration. The teacher also engages the pupils with challenging but achievable tasks. For example, Year 6 pupils made good progress in writing their newspaper report because there were clear guidelines, expectations were high and activities were set at the right level for the individual pupils.
- Where teaching is good, it is also providing helpful and supportive marking which shows the pupils how to improve their work. There is a positive atmosphere for learning in these classes and pupils are eager to answer questions and take a full part in the lessons. Imaginative displays in these classrooms provide opportunities to celebrate pupils' work.
- Disabled pupils and those who have special educational needs are benefiting from the support they receive. The use of additional adults in class and the regular withdrawal of pupils for extra help in reading, writing and numeracy are helping these pupils make adequate progress. However, the support provided not yet having sufficient impact to assist school action plus pupils in making enough progress.
- All pupils have daily sessions when they are taught literacy and numeracy. This supports the development of their basic skills. Teaching in the school adequately supports the spiritual, moral, social and cultural development of the pupils.

The behaviour and safety of pupils

requires improvement

- Behaviour in some lessons is not good enough. Pupils lose concentration and become restless because the work does not engage them and expectations of behaviour are too low. Leaders have introduced new disciplinary procedures in lessons which are supporting the better management of misbehaviour.
- A small minority of parents say that lessons are occasionally disrupted by the poor behaviour of a handful of pupils. The inspectors found that the very small number of pupils who display challenging behaviour do occasionally disrupt the learning of the other pupils in some classes. Pupils confirmed that disruptions are rare and that any misbehaviour is dealt with appropriately by the teachers and other adults.
- Most pupils usually behave well and treat each other with respect and courtesy. Behaviour of the large majority is typically good in lessons and around the school. This contributes to a positive atmosphere for learning as confirmed by the large majority of parents and carers.
- Bullying of any kind is rare, and pupils, parents and carers say that any unkind behaviour, such as name-calling and teasing, are dealt with quickly and effectively. Pupils develop a satisfactory awareness of the different forms of possible bullying such as cyber-bullying and prejudice-based bullying related to sexual orientation, gender, race and disability.
- Teachers and adults take positive steps to ensure that all groups of pupils have an equal chance

to learn in an atmosphere of fairness and trust, and without fear. Consequently, pupils feel safe and secure in the school. Pupils have an adequate awareness of issues relating to safety and how they would keep themselves safe in a variety of situations such as crossing the road and talking to strangers.

- The school has been successful in improving attendance and following up absences. There are clear procedures for discouraging holidays during term time and attendance is now in line with the national average.

The leadership and management

requires improvement

- Leadership and management are not yet having enough impact on improving pupils' progress and the quality of teaching. The school development plan identifies key issues for improvement but it does not include details of the actions that will lead to the required changes. Staff are not sufficiently included in discussions on what actions are required. The plan is neither a working document nor an easy tool for measuring how well the school is progressing.
 - Senior and middle leaders are not ensuring that good practice in teaching is shared and that coaching is provided for staff. Many of the team and subject leaders are new to the school so they are still establishing themselves into their positions. However, there are insufficient opportunities or plans to enable all leaders to regularly monitor teaching or support the sharing of good practice, particularly for the benefit of staff who require extra help with the development of their teaching skills.
 - The senior leaders undertake regular lesson observations but their judgements are sometimes overgenerous and are not always sufficiently focused on pupils' progress. The feedback is not always clear so that it accurately informs the teachers of their weaknesses. As a result, teachers are not always aware of what they have to do to improve the quality of their teaching. Subsequently, decisions made about teachers' movements up the salary scale are not always accurately based on the quality of their teaching or the progress of their pupils.
 - The school has developed an adequate curriculum which is relevant to pupils' needs and provides a range of activities. A number of outside visits and extra-curricular activities increase pupils' enjoyment and experience of school. The range of experiences in the curriculum contribute adequately to pupils' spiritual, moral, social and cultural development.
 - There have been slow but steady improvements in behaviour, attendance and achievement over the last two years. The school has adequately addressed the key issues from the previous inspection. These improvements show that the school has the capacity to improve further.
 - The local authority provides a range of effective training for the teachers, support staff and governors. It is active in supporting the school with particular regard to helping the senior leaders develop a strategic plan to increase the pace of improvement in the school.
- **The governance of the school:**
- The governing body is fully aware that the key issue is to raise further the level of achievement of the pupils. Governors visit the school regularly to talk with the teachers and pupils so that they are better informed to make decisions at their meetings. Meetings are used to monitor progress and hold the headteacher and senior teachers to account. However, they do not always have sufficient information on key issues, such as the results of the revised behavioural policy, to monitor improvement effectively. The governing body ensures that arrangements for safeguarding meet statutory requirements and underpin the school's caring approach. There is a strong commitment to promoting equal opportunities and tackling

discrimination. However, governors have insufficient information on the performance of different groups in the school to check that any gaps in attainment are being reduced. It checks that the pupil premium is being used to provide extra help for pupils who are at risk of underachieving. The governors have been active in allocating additional money to the Learning Support Unit and increasing the number of teaching assistants. However, they have not fully evaluated the effectiveness of the unit or the additional intervention support for the pupils.

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

Unique reference number	120968
Local authority	Norfolk
Inspection number	401983

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	329
Appropriate authority	The governing body
Chair	Geoff Best
Headteacher	Michael Hawkes
Date of previous school inspection	24 March 2010
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