

Wroughton Infant School, Gorleston

Beccles Road, Gorleston, Great Yarmouth, NR31 8AH

Inspection dates 4–5 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Children in the Early Years Foundation Stage and pupils in Years 1 and 2 make good progress from their starting points.
- Pupils make outstanding progress in reading, reaching average attainment by Year 2 from their low starting points.
- Pupils learn well because teachers have high expectations for learning and provide a wide range of varied activities to motivate them.
- Pupils' behaviour and safety in lessons and around the school are good.
- There are good links with parents and carers, who are pleased with the school's work.
- Leaders and the governing body are rigorous in checking the quality of teaching to improve its quality and build on pupils' achievement.
- Good leadership and governance have ensured good improvement in all aspects of the school's work since the last inspection, demonstrating the capacity to further improve.

It is not yet an outstanding school because

- Sometimes marking of pupils' work does not ensure that they know their next steps for learning.
- Teachers do not always check pupils' progress in writing in topic work.
- Teachers do not always use pupils' targets to match learning tasks to pupils' different abilities to extend their thinking.
- There are sometimes missed opportunities in to record the small gains children make in their areas for learning in the Reception classes.

Information about this inspection

- All teachers were seen teaching. Of the 17 lessons observed, 14 were joint observations with the headteacher or deputy head. An inspector also observed the nurture group and support classes jointly with the deputy headteacher.
- Inspectors heard six pupils read and sampled pupils' work in lessons. Pupils' books were examined jointly with the deputy headteacher.
- Meetings were held with three members of the governing body, senior and middle leaders. An inspector held a telephone discussion with a local authority representative. Inspectors also met one group of pupils and held discussion with other pupils informally.
- Inspectors took account of 23 responses to the online questionnaire (Parent View) and the outcomes of the school's recent survey of parents and carers. An inspector also met a small number of parents informally. Questionnaire returns from 18 members of staff were analysed.
- School documents were scrutinised. These included records of children's progress in the Reception classes and of pupils' progress in Years 1 and 2, the school development plan and self-evaluation document, policies for safeguarding pupils and records of behaviour and attendance.

Inspection team

Declan McCarthy, Lead inspector

Additional Inspector

Susan Cox

Additional Inspector

Full report

Information about this school

- Most pupils in this average sized school are of White British heritage and a few speak English as an additional language.
- The proportion of pupils receiving additional funding through the pupil premium, which provides extra support for those known to be eligible for free school meals and other groups, is well above average.
- The proportion of pupils supported at school action plus or who have a statement of special educational needs is well above average. There are no pupils supported at school action.
- The school runs an early morning breakfast club and organises a nurture group. A pre-school, which is managed independently from the governing body and inspected separately from the school, shares the site.
- Since the last inspection a new deputy headteacher has been appointed and the school roll has fallen slightly.

What does the school need to do to improve further?

- Move the quality of teaching to outstanding and build on pupils' good progress by:
 - ensuring pupils always know the next steps for learning when their work is marked
 - consistently checking the progress pupils are making in writing in their topic work
 - using pupils' targets to match lesson tasks to their different needs so that their learning is always extended
 - regularly recording the small gains each child makes in their areas for learning in the Reception classes.

Inspection judgements

The achievement of pupils is good

- Children enter their Reception classes with knowledge and skills below the national expectations for their ages; their skills in language, literacy and communication, are well below. Children make good progress in their social and emotional development and in developing literacy and numeracy because there are a wide variety of adult-led and child-initiated learning opportunities, which they enjoy.
- Attainment in reading, writing and mathematics has risen steadily since the last inspection and pupils' achievement has improved significantly. From their below average starting points, pupils make good progress in reaching broadly average attainment in reading, writing and mathematics by the end of Year 2. Accurate school data shows that pupils are on course to reach higher attainment in reading, writing and mathematics by the end of this academic year.
- Not all pupils in Year 1 reached the expectations in the national tests that checked their knowledge and understanding of phonics (letter sounds). However, the school's accurate data shows that pupils make outstanding progress in reading in Year 2 because they build on their phonic knowledge and are encouraged to read widely.
- The school rigorously checks pupils' progress to identify any who need additional support for learning. Pupils known to be eligible for pupil premium, receive additional support in the nurture group and one-to-one or small-group support outside of lessons for difficulties with reading, writing and mathematics. As a result they make equally good progress as other pupils, with a few making outstanding progress.
- Disabled pupils and those with special educational needs make good progress because teaching assistants ensure that learning tasks are broken down into small steps and focus on developing pupils' understanding of technical words.

The quality of teaching is good

- The quality of teaching has moved from satisfactory at the last inspection to good because the headteacher has regularly checked the quality of teaching and provided support and training where any shortcomings were identified. The teaching of mathematics, reading and writing are good and opportunities are taken to develop mathematics and communication skills across a range of topics.
- Although most teaching is now good and leads to good progress in learning, more needs to be done to make it outstanding. Although teachers use assessment information to set broad targets, they are not yet fully consistent in making sure that the activities they set are well matched, so that pupils working at different levels are all challenged. For example, in a writing lesson, more-able pupils were expected to write a sequence of simple sentences, which they did with ease; yet their individual targets included writing more complex sentences, which they were not required to do on this occasion.
- Teachers provide a wide variety of activities which stimulate pupils' interest in learning. For example, in the Reception classes there is a good balance of well-planned teacher-directed and child-initiated activities with free flow between the indoor and outdoor learning environments. The activities observed included children writing their names in snow, completing dot-to-dot puzzles on the computer, making a large railway line across the classroom floor, attempting to

throw a basketball into a net, and making Christmas cards. In one lesson the teacher made good use of soft toys to stimulate children's learning of letter sounds.

- Adults maintain excellent relationships with pupils and manage behaviour well. Teachers create a positive climate for learning where pupils are eager to complete their work and do their best. They provide good opportunities for pupils to share ideas together and to learn independently.
- Good use of questioning and feedback to pupils in lessons helps to them to improve. In a Year 2 literacy lesson, for example, pupils listened intently to a story and the teacher made good use of questioning to develop their understanding, commenting on how well they were explaining their answers. The quality of marking is good overall but pupils' books show that teachers occasionally miss opportunities to help them improve. When their topic work is marked, pupils receive little feedback on the quality of their writing.
- Strong team work and effective planning between teachers and teaching assistants in lessons ensures that pupils with disabilities and special educational needs and the few at an early stage of learning English make equally good progress as other pupils. In a Year 2 mathematics lesson, for example, these pupils were solving different division problems as teaching assistants checked their understanding of division and provided good levels of challenge to extend their thinking.
- Pupils take their reading books home each day to support their learning and extended homework projects are set each half term to promote writing and mathematical skills and consolidate learning through enjoyable activities. For example, pupils wrote their own books of their favourite fairy tale character, making good progress in using capital letters and full stops, in writing longer sentences using connecting words and in using interesting story openers.

The behaviour and safety of pupils are good

- Children in the Reception classes stay safe and their behaviour is good because all staff are vigilant in ensuring their well-being.
- Pupils' good behaviour in lessons and their good attitudes to learning promote good progress as they listen to their teachers, follow instructions, use learning resources safely and take turns with one another.
- They behave well and stay safe at break times, when moving from one area to another, during assemblies and in the playground. This positive behaviour is promoted through the school's reward system and particularly through its PROUD behaviour system, where children learn to be proud of their school and achievements from the moment they begin at school. This system has significantly improved lunch time behaviour, which was an issue noted by the last inspection.
- Parents and carers strongly agree that behaviour and safety are good, a view shared with pupils and staff. Pupils say they stay safe, they know about different types of bullying and say that it ever should occur it would be dealt with very quickly. There were no recorded incidents of exclusions or inappropriate behaviour.
- Attendance is improving steadily and most pupils' attendance and punctuality are good due to the effective systems in place to promote good attendance.
- Pupils enjoy taking responsibility in school as helpers and as members of the school council. During snack time, children in the Reception classes helped to wash up and clear away the

tables and members of the school council helped to organise fund raising for charity.

The leadership and management are good

- The strong drive for improvement by the headteacher, with good support from her senior leaders, has resulted in significant improvements in all aspects of the school's work. The rigorous monitoring of teaching in managing the performance of staff has led to good teaching with the capacity to move towards outstanding. Support and training is provided where any weaknesses are identified in teaching and there is clear link between the quality of teaching and salary progression.
- The schools' accurate knowledge of its strengths and weaknesses has led to well-chosen priorities for developing teaching and raising achievement further, reflected in clear school development planning.
- School leaders ensure that there is equal opportunity for all pupils. Good learning opportunities for children in the Reception classes and pupils in Years 1 and 2 are matched to all abilities. In particular, the nurture group and support groups for literacy and numeracy meet the learning and personal development needs of those on pupil premium well, where the money is wisely spent on additional support in the nurture group and for reading and mathematics outside lessons. Additional extension groups in science, mathematics and writing for more-able pupils, enables them to make equally good progress.
- Partnerships help to ensure that pupils with disabilities and special educational needs and those at an early stage of learning English receive good levels of support. These include strong links with local schools and the speech and language centre.
- Pupils' spiritual moral social and cultural development is promoted well through the curriculum and specific activities such as celebration assemblies, where they receive bronze and silver certificates and badges for achievements. It is promoted well through religious education topics, art and music and through personal social and health education, where for example pupils learn about 'Stranger Danger'. They learn how to appreciate and value differences in others, through stories such as 'The Rainbow Fish'.
- Strong links have been made with parents of children in the Reception classes and of pupils in Years 1 and 2 through the 'Learning Cafes', where teachers model strategies for parents to support phonics and mathematics learning at home. Parents are then encouraged to engage in a variety of related activities with their children.
- The local authority provides good support for the school, through training for staff and governors and regular review of the school's work. As a result it has overseen good improvement and now offers light-touch support for the school.
- **The governance of the school:**
 - Members of the governing body have a good understanding of the school's strengths and priorities for development. They hold the school to account by challenging the reports they receive at their meetings and also through a system of focused visits to classrooms. As a result they have a clear view of how well teaching is promoting pupils' learning and progress. They ensure that the school takes account of its priorities for development in setting individual targets for teachers to improve their performance. They ensure statutory requirements are met, particularly for safeguarding. All staff and regular visitors are fully vetted and up-to-date training is provided to staff and governors in safeguarding. Governors oversee the school's

finances well, for example checking how well the funding for pupil premium is used to raise the achievement of those in receipt of this funding.

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	120969
Local authority	Norfolk
Inspection number	401984

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Sue Carr
Headteacher	Patricia Thompson
Date of previous school inspection	23 September 2009
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