

Wroughton Junior School

Burgh Road, Gorleston, Great Yarmouth, NR31 8BD

Inspection dates

4–5 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
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

- Pupils' progress is uneven in reading, writing and mathematics in different sets, classes and year groups because not enough teaching is regularly good or better.
- Too few pupils make good progress, particularly in writing, because teachers do not provide sufficient challenge or adjust teaching quickly enough to match the progress pupils make in lessons and spelling is not taught well enough.
- The headteacher and deputy headteacher have not given other leaders and teachers clear guidance on what is expected in terms of improvement. They have not gathered the work of the different teams together well enough to ensure that improvement happens quickly and consistently across the school.
- The headteacher and governors have not monitored the impact of the use of pupil premium funding in sufficient detail to ensure they know how its use is improving eligible pupils' achievement.
- Plans for monitoring and evaluating improvement are not sharp enough to enable senior leaders to thoroughly check the extent to which their actions are bringing about the changes required rapidly.
- Procedures for target setting and providing feedback to pupils about their work vary across the school and do not always work well. Leaders have not agreed together the approaches all staff will use to ensure that they are effective in speeding up learning.

The school has the following strengths

- Pupils' attainment and progress are improving. Current assessment information and work in pupils' books shows that the majority are making expected progress and more pupils in Year 6 are on track to reach expected standards.
- Behaviour is a strength. Pupils are polite, outgoing and well-mannered. They are proud of their school, want to achieve well and work very hard.
- Strong appointments to some key leadership positions have resulted in well led year teams, good English and mathematics improvement, improving teaching and good provision for disabled pupils and those who have special educational needs.
- Arrangements for keeping pupils safe are good and pupils are very well cared for. They say that they feel safe and that they have confidence in the adults who work with them.

Information about this inspection

- Inspectors observed parts of 27 lessons. Some were joint observations undertaken with the headteacher and deputy headteacher. They looked at pupils' work and talked to them about their learning.
- Meetings were held with senior leaders, with three members of the governing body and with a representative of the local authority.
- Inspectors heard pupils read, met with two groups of pupils and spoke to pupils informally.
- Inspectors observed behaviour around the school and attended assemblies.
- The school's improvement plan, assessment records and tracking of pupils' progress, self-evaluation and monitoring documents and teachers' performance management procedures were evaluated.
- Policies and procedures for the safeguarding of pupils were scrutinised.
- There were too few responses to the online questionnaire for parents (Parent View) for inspectors to take these into account. Inspectors took account of the school's own questionnaire results and spoke informally to parents as they collected their children from school.
- Inspectors took account of the responses to staff questionnaires that had just been undertaken by the school.

Inspection team

Prue Rayner, Lead inspector

Her Majesty's Inspector

Andrew Wright

Her Majesty's Inspector

Stephen Fletcher

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized junior school.
- The very large 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 is in line with the national average. The proportion supported at school action plus or assessed with a statement of special educational needs is well above average.
- The school has its own learning support class to support pupils who require additional help with their work or behaviour.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- Pupils are taught in ability sets for mathematics and writing.

What does the school need to do to improve further?

- Improve the quality of teaching to good and outstanding by:
 - providing pupils with challenging learning activities pitched at the correct level to stretch their thinking in mixed ability classes and ability sets
 - ensuring teaching is rapidly adjusted in lessons to address misconceptions or accelerate learning when pupils reach intended learning objectives quickly
 - ensuring all teachers implement agreed approaches to marking and feedback to support pupils in taking the next steps in their learning.
- Increase the proportions of pupils making better than expected progress in mathematics, reading and particularly writing by:
 - regularly reviewing assessment and tracking information, undertaking discussion with pupils and scrutinising their work to identify pupils who are ready for greater challenge and ensuring they receive it
 - ensuring all teachers are trained to teach phonics (the sounds that letters make) and use this to improve spelling so that pupils make more rapid progress and achieve higher levels in their writing
 - further developing the relationships with the infant school so that pupils are effectively supported to make rapid progress as soon as they start in Year 3.
- Improve the impact of the most senior leaders on the rapid improvement of the school by:
 - the headteacher setting clear priorities for improvement in collaboration with all senior leaders and implementing rigorous procedures to plan and monitor the impact of the actions identified through tightly aligned senior leadership and year group meetings
 - implementing rigorous systems to monitor the impact of actions taken to address the underachievement of individual pupils, the effectiveness of the use of the pupil premium on the achievement of eligible pupils, and the specific short term success of targeted interventions
 - ensuring teachers receive the support they need in order to improve further, and that leaders

- evaluate the impact of teachers on pupils' progress and attainment in lessons and over time
 - ensuring governors receive accurate information which enables them to provide effective challenge and support.
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Inspection judgements

The achievement of pupils

requires improvement

- In 2013, standards in reading, writing and mathematics achieved by the Year 6 pupils were below average. This was because pupils had entered the school with below expected levels of attainment and fewer pupils than nationally made expected and better progress in reading and mathematics. Whilst pupils made similar progress to that expected in writing, few made better than expected progress.
- Assessment information and pupils' work shows that attainment is improving and more pupils are reaching the expected levels. Standards do, however, still vary in different year groups because the quality of teaching differs. The number of pupils working at expected levels of attainment in Year 6 now is more in line with the national average in reading and writing and mathematics than it was in 2013.
- Although it has improved overall to be in line with that expected, progress in reading, writing and mathematics varies across year groups, classes and sets. Too few pupils exceed the expected rates of progress because work is not always challenging enough, particularly when pupils work in ability sets.
- Actions to encourage pupils to read more have helped to improve their reading skills and their rates of progress. Pupils talk about the new processes with enthusiasm and enjoy the challenge they bring. Pupils make less progress in their writing because the linking of sounds and letters necessary to spell correctly (phonics) is not taught effectively enough.
- Pupils work in mathematics shows that they are using their calculation skills with increasing confidence. They use numeracy skills meaningfully to explore other subjects particularly science. A new calculation policy is in place. Because this is not yet fully implemented in every class and year group, progress still varies across the school.
- Historically, few pupils have entered the school working at the higher levels of attainment; the large majority of these pupils make expected progress. However, not enough more-able pupils exceed expected progress because of the lack of challenge even in the higher ability sets.
- Pupils make good progress in developing skills in wider subjects such as art, history and geography because they are well planned and effectively taught. Pupils say they enjoy learning in these subjects. New systems are in place to analyse and recognise the progress pupils make in their sporting achievement so that progress in this area can be driven more effectively.
- In 2013, the gap between the achievement of pupils supported by pupil premium funding and other pupils in the school was wide and their progress was well below that expected. Their attainment was about half a year behind that of their peers. Current assessment information shows that the gap is narrowing and pupils are now making similar to or better progress than other pupils in the school.
- Disabled pupils and those who have special educational needs make good progress from their relative starting points because they are well supported through extra intervention and by the support they receive in class.

The quality of teaching**requires improvement**

- In lessons where teaching requires improvement, the pitch and pace of learning activities limit the amount of progress pupils can make. Consequently, although more pupils are making the expected level of progress, some who could make more rapid progress do not do so.
- In these lessons, teachers tell pupil what to do and provide answers to questions too quickly. This means that pupils do not have enough opportunities to solve problems and think things through for themselves.
- The teaching of reading has improved. Pupils are keen to discuss the books and authors they enjoy and are responding to the challenge of the new approaches to reading enthusiastically. However, when reading is taught in some lessons, the pupils who do not receive support from adults do not make progress. This is because adults do not check up sufficiently on how well pupils are getting on with the tasks set for them, and not all of the tasks are set at the right level.
- The proportion of good teaching has increased since the last inspection. The collaborative work of the year teams provides effective support which enables teachers to plan together and analyse the impact of their work on pupils' learning. However, because the attention given to identifying which individuals and groups of pupils could make more rapid progress is insufficient, the level of challenge in some lessons remains too low.
- Although marking is more effective than at the time of the previous inspection, teachers use different methods to provide feedback and share targets for learning. Consequently, the extent to which these processes help pupils make good progress and understand the next steps in their learning varies across year groups and subjects.
- Where teaching is good, teachers pitch work carefully and ensure pupils are very clear about what they are expected to do. As a result, there is a sense of excitement and urgency about learning. Pupils work hard to meet these expectations and develop their thinking by talking to each other and sharing their new ideas with their teacher. Pupils know their learning targets and know what they need to do to achieve them. In these classes, very good use is made of classroom displays and information technology to remind pupils of expectations and to support their learning.
- Pupils are given good opportunities to develop their speaking, listening and writing skills across a wide range of subjects. The actions teachers have taken to interest pupils in their learning has increased their engagement and enjoyment. Pupils do not, however, make good progress in writing because the teaching of spelling strategies requires improvement.
- Pupils receive effective support from teaching assistants because they plan their work with teachers regularly. In some of their work, teaching assistants keep good records of the progress the pupils they are working with and adjust what they are doing quickly to make sure pupils learn well. The targeted support pupils receive in the learning support class, and in intervention groups, helps them to build confidence in themselves as learners.

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

- The behaviour of pupils is good. Since the last inspection, expectations of behaviour in lessons have been raised. Teachers use behaviour management strategies effectively and unobtrusively to ensure pupils remain on task in lessons. As a result, there is very little and frequently no

disruption to learning. In many classes, pupils work diligently and try very hard to succeed.

- In the vast majority of lessons, pupils listen to their teachers carefully and respect, trust and confidence underpin strong relationships. In a Year 6 lesson, pupils readily agreed for their written work to be discussed and critiqued by their classmates. As a result, they improved their own work and others understood well what changes they needed to make.
- The school building, including classroom environments, and the grounds are well cared for and well-ordered. They reflect the sense of pride pupils have in their school and in turn this is seen in their calm, yet happy composure as they move purposefully around the school and arrive promptly for their lessons.
- The school's work to keep pupils safe and secure is good. Procedures in place to support the most vulnerable pupils are a strength. Highly committed staff engage with a range of other agencies to ensure pupils and their families receive the support they need. As a result of this work and the robust yet caring approach taken by the inclusion team, the number of exclusions, detentions and 'time-out' sessions has reduced significantly and attendance has been maintained at a level broadly in line with the national average.
- Pupils say they feel safe at school, they understand the different types of bullying and say with certainty that there is very little or no bullying. If any does occur, they say it is dealt with quickly either by their peers who are elected as bullying ambassadors or by staff. Pupils understand well how to keep themselves safe when using the internet and on the roads. They enjoy and learn from the responsibilities they are given.
- The behaviour policy is understood and used by all staff including midday supervisors who are fully involved in its implementation. As a result, pupils play happily together at breaks and lunch-times enjoying a range of physical activities and each other's company.
- Behaviour is not yet outstanding. Where teaching requires improvement, pupils are not sufficiently challenged to work at higher levels developing their skills, knowledge and approaches to learning in depth. This prevents the development of the highest level of enthusiasm for learning in too many lessons.

The leadership and management

requires improvement

- The leadership and management require improvement because the headteacher and deputy have not provided enough specifically focused guidance to other leaders and teachers to enable improvements in teaching and achievement to happen rapidly and consistently across the school.
- Although the school improvement plan identifies appropriate priorities, it does not show in enough detail how or when monitoring will take place. As a result, the rigour necessary to drive fast improvement is lacking.
- A comprehensive range of information about pupils' attainment and progress is available to leaders. However, it is not used well enough to identify pupils who could make accelerated progress or to sufficiently identify individual pupils at risk of underachievement. Because the impact of interventions and the use of the pupil premium funding are not evaluated in detail, it is difficult for the school to know which of their actions are helping pupils learn more quickly and which are not providing value for money.
- Year team and subject leaders work hard to make teaching and learning better and to improve

pupils' progress. They have conscientiously taken on their delegated responsibilities. Because their work is not directed or pulled together efficiently by the most senior leaders, improvement is variable across year groups and classes.

- Feedback and guidance given to teachers is not clear enough to bring about improvement rapidly. Plans for teachers' development and the management of their performance are not specific enough. Where teachers have attended training courses, follow up and support to ensure they make the most of and share their learning are too limited.
- Liaison with the infant school is improving. The Year 3 leader is visiting the school to share practice and ensure pupils are effectively supported in the move between schools; this is establishing a better understanding of pupils' learning needs from the point of entry to school so that they can start to make rapid progress more quickly.
- The local authority has challenged the school to improve more rapidly and is monitoring this through an Improvement Board. The headteacher is acting on the advice of the local authority improvement officer and engaging strongly with opportunities made available through the London Leadership Challenge to develop the systems and strategies in place to improve the school more quickly.
- Pupils study and say they enjoy learning in a wide range of subjects. They use their literacy and numeracy skills well to research a wide range of topics and make good progress in developing their creative skills. Photographs and illustrations enhance their work in books and this interesting learning is well reflected in displays in classrooms and the corridor. Strong planning underpins the use of the primary school sports funding through which teachers' skills are being improved. More sports are being made available to pupils and they are encouraged to consider the benefits of exercise to their health.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils are thoughtful, respectful and they work together co-operatively because teachers are using a range of strategies to develop these attributes. Although pupils' understanding of different faiths is taught well, their understanding of other cultures is less evident in their work.
- Pupils' reading records and homework books show that many parents are engaged in their children's learning. Inspectors spoke to parents as they collected their children from school who said they said they are happy with behaviour and with the level of school communication. They benefit from the school's 'open door' approach. The school's own survey, and comments made to inspectors, suggests that some parents would like more information about the progress their children are making.
- **The governance of the school:**
 - Governors have a range of relevant experience and have a good understanding of the school's context. They have not provided the specific challenge to school leaders necessary to drive improvement rapidly. The lack of monitoring detail and timescales in the improvement plan means it has been difficult for them to accurately identify the extent to which improvement is being achieved. In response to this, the governors have established a monitoring committee to more regularly and rigorously review the impact of the school's actions. The local authority has undertaken a review of the governors' work and plans address the priorities identified. Minutes of meetings show that governors receive presentations from middle leaders and that they ask pertinent questions. Governors know about the performance of different groups in the school and know the performance of pupils eligible for the pupil premium is improving. However, because leaders' analysis of the impact of this funding lacks detail they are unable to identify which actions are having the greatest impact and whether all eligible pupils are benefitting

from its use.

- Governors receive reports on the quality of teaching and learning and ensure, in most cases, that teachers are rewarded for their performance. Governors ensure that financial management procedures are appropriate and safeguarding is 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

Unique reference number	120968
Local authority	Norfolk
Inspection number	442101

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	316
Appropriate authority	The governing body
Chair	Geoff Best
Headteacher	Michael Hawkes
Date of previous school inspection	24 October 2013
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