

Serco Inspections
Colmore Plaza
20 Colmore Circus Queensway
Birmingham
B4 6AT

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T: 0121 6799169
Direct email:
mathew.mitchell@serco.com



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Mr Michael Hawkes
Headteacher
Wroughton Junior School
Burgh Road
Gorleston
Great Yarmouth
NR31 8BD

Dear Mr Hawkes

Requires improvement: monitoring inspection visit to Wroughton Junior School

Following my visit to your school on 18 September 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in month and year. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are not taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection and plans are not sharply focused on rapidly bringing about improvement. The school should take immediate action to:

- gain a thorough understanding of the strengths and weaknesses of teaching and tailor further training, support and challenge to the needs of each member of staff to make teaching consistently good within a realistic timescale
- sharpen the use of assessment data across the school by including measurable, numeric targets within the action plan against which the impact of planned actions can be measured, particularly in improving pupils' progress in reading, writing and mathematics

- improve your leadership of the school by sharing your vision for the school's rapid improvement and by working more collaboratively with all staff, particularly your middle leaders, to foster greater teamwork.

Evidence

During the inspection, meetings were held with you, two members of the governing body and a representative of the local authority to discuss the action taken since the last inspection. The school improvement plan was evaluated. You shared with me the results achieved by Year 6 pupils in this year's national tests. Walking the school with you enabled me to see pupils at work in lessons.

Context

Since the last inspection, two teachers have left the school. One newly-qualified teacher has joined the school.

Main findings

Results in this year's national tests are variable. The percentage of pupils attaining national expectations in English and mathematics increased, but pupils made significantly less progress in reading than they did in mathematics or in writing. The proportions of pupils achieving higher Level 3 increased in mathematics but declined in reading and writing.

You have put in place plans which rightly prioritise tackling this underachievement and resolving the areas for improvement raised in the last inspection. Staff training has focused on improving the teaching of phonics, which is now taught in Year 3, to ensure that all pupils are able to read well, and on developing pupils' writing skills. A common policy for marking has been implemented. The school day has changed to ensure that pupils do guided reading, spellings and mental mathematics during the mornings.

Improvement plans also include greater use of assessment and tracking information, but the targets set to ensure that pupils are fully challenged lack rigour. For example, targets are set based on pupils' views about the level of challenge provided for them rather than on specific assessment data to measure accurately how well they are doing. Where targets are set to improve the quality of teaching, they are unrealistic within the given timescales.

Two teachers have joined an external training programme, and personalised coaching led by effective practitioners has been introduced to improve teacher effectiveness. A few staff have observed good practice in other schools. However, your views on the quality of teaching do not reflect the outcomes achieved by pupils. Staff training is focused on improving teaching but is not tailored to match the strengths and weaknesses of individual teachers. Your vision of what consistently

good teaching should look like throughout the school is unclear and has not been shared with all staff. Collaborative working between senior leaders, middle leaders, teachers and other staff to gain common agreement on the best strategies to move the school forward is under-developed.

Governors recognise the need for rapid improvement to the school. Increasingly, they are holding you directly to account for the school's performance through a recently formed monitoring committee and have set targets for you to meet to show the impact you are having in raising achievement.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority has increased its level of support and provided an external consultant to work alongside staff in school once a week. They have also increased their level of challenge for you and are monitoring closely the rate of improvement being made. They have brokered links with other schools, including a National Leader of Education, but this link is underdeveloped.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Norfolk.

Yours sincerely

John Mitcheson
Her Majesty's Inspector