

# Wroughton Junior School

Burgh Road, Gorleston, Great Yarmouth NR31 8BD

## Inspection dates

17–18 March 2016

## Overall effectiveness

**Inadequate**

|  |                      |
|--|----------------------|
| Effectiveness of leadership and management   | Inadequate           |
| Quality of teaching, learning and assessment | Inadequate           |
| Personal development, behaviour and welfare  | Requires improvement |
| Outcomes for pupils                          | Inadequate           |
| Overall effectiveness at previous inspection | Requires improvement |

## Summary of key findings for parents and pupils

### This is an inadequate school

- Since the last inspection, leaders and governors have presided over the school's decline and have failed to steer its improvement. Significant changes in leadership and governance and a high turnover of staff have led to a decline both in the quality of teaching and overall standards.
- Teaching is inadequate. Expectations are often low and pupils are usually given tasks and homework that some find too hard and others too easy.
- Subject leadership is not effective. Subject leaders have not ensured that teaching, learning and assessment are effective across the curriculum.
- Teachers are not implementing the school's marking policy consistently.
- Leaders have not spent primary sports funding appropriately and their use of pupil premium funding is ineffective.
- Too many pupils have poor attitudes to learning. The instances of low-level disruption in lessons are often not dealt with effectively enough by staff.
- Standards have fallen since the last inspection, with a steady decline over the past three years. In 2015, too many pupils did not achieve as well as they should. The gap in the attainment and progress of disadvantaged pupils and other pupils nationally is widening. Current pupils throughout the school are not making enough progress.
- Many parents are unhappy with the school and would not recommend it to others.

### The school has the following strengths

- The new interim headteacher, with good support from the acting head of school and the new governors, is providing strong direction for improvement. As a result, staff morale is improving.
- Leaders promote pupils' spiritual, moral, social and cultural development effectively.
- Pupils' attendance has improved since the last inspection and is above average. Pupils are punctual and arrive well prepared for their lessons. Their conduct around the school is good.
- The school promotes safeguarding effectively.

## Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

### What does the school need to do to improve further?

- Improve teaching and learning by ensuring that teachers:
  - set high expectations for pupils' learning and celebrate their achievements
  - inform pupils of how well they are doing and how to improve their work
  - plan learning activities and tasks that provide suitable stretch and challenge for pupils with different abilities
  - provide homework tasks that are neither too hard nor too easy, to consolidate pupils' learning
  - monitor more closely the progress that pupils are making in all subjects and use this information to plan sequences of lessons that build on pupils' prior learning as they move through the school
  - manage behaviour effectively, so that pupils stay on task and focus on their learning.
- Improve outcomes for pupils by:
  - eliminating the weaknesses in teaching, learning and assessment
  - ensuring that all national curriculum subjects are taught effectively
  - making more effective use of pupil premium funding to narrow the gap between the attainment and progress of disadvantaged pupils and other pupils nationally
  - ensuring that the additional primary sports funding is used effectively to promote achievement in sports and improve pupils' physical well-being
- Strengthen leadership and management and build the confidence of parents in the work of the school by:
  - developing the role of subject leaders, so that they rigorously monitor the impact of teaching and assessment on pupils' learning across the school within their subjects
  - ensuring that governors rigorously implement their plans to hold the school to account for its work.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management is inadequate

- Turbulence in leadership and governance, with a high turnover of staff since the last inspection, has led to a sharp decline in the quality of teaching, in pupils' learning and in the standards pupils are achieving. Subject leaders have not developed their roles. Until the recent appointment of the new governing body, governors were not holding the school to account sufficiently for its work. These factors significantly limit the school's capacity to improve.
- Leaders have not addressed the shortcomings identified at the last inspection well enough. The impact of leaders and governors in sustaining improvement, identified at the time of the last monitoring visit, has proved too fragile. This can be seen in the decline in pupils' achievement in Year 6 from 2014.
- Parents do not feel well informed about the school's work or their children's progress. The majority of parents who completed Parent View, Ofsted's online questionnaire, stated that they would not recommend this school to others. Some parents shared their concerns with inspectors about the progress their children are making, the changes of headteacher and teaching staff that have disrupted their children's learning and the lack of useful information they receive from the school.
- The new leadership team has a realistic view of the school and the interim headteacher is beginning to use this information to set clear priorities for improvement.
- Until recently, the leadership of teaching was not effective as it was not focused strongly enough on tackling falling standards and weak learning over time. The interim headteacher and acting head of school have introduced more robust systems for checking the impact of teaching on pupils' learning by visiting lessons regularly and looking closely at the work that pupils produce. Newly qualified teachers value the support provided for them by the school, which they say has increased their confidence and improved their skills as teachers.
- The arrangements for managing the performance of staff require improvement. The previous headteacher set targets for teachers during the autumn term based on the teachers' standards and raising achievement. However, these have not yet been reviewed as the interim headteacher has only very recently taken up post.
- Subject leaders have not been effective in improving the areas for which they are responsible. They do not monitor the impact of teaching and assessment on pupils' learning within their subjects rigorously enough.
- Leaders have not ensured that the additional strategies put in place to improve the learning of different groups of pupils, such as those who have special educational needs or disability, are effective enough.
- The curriculum does not promote pupils' appreciation of British values well enough. The range of after-school clubs and lunchtime clubs to enrich pupils' learning is limited. Pupils have some opportunities to visit local places of interest, but they say they would like more opportunities to visit places such as the Science Museum in London. Leaders are implementing the new curriculum appropriately with a strong emphasis on developing literacy and numeracy within a wide range of topics. However, the changes are too recent to show any measurable impact on pupils' achievement.
- Leaders are ensuring that the curriculum provides opportunities to promote pupils' spiritual, moral, social and cultural development through subjects such as religious education and personal, social, health and economic education, where pupils learn to appreciate and respect people from different cultures and religions. This is also done through assemblies where, for example, Year 3 pupils led an assembly on St Patrick's Day during the inspection. Older pupils have good opportunities to assume responsibility and care for others, such as acting as anti-bullying monitors.
- Leaders are not promoting equality of opportunity well enough as not all groups of pupils are achieving as much as they should. However, leaders are promoting good relationships and tackling discrimination well.
- Leaders have not spent the money allocated for primary sports since the last inspection. Although they have produced a list of intentions, there has been no increase in pupils' participation either in competitive sports or in lunchtime or after-school clubs.
- Leaders are not using pupil premium funding effectively enough to narrow the gaps in attainment between disadvantaged pupils and other pupils nationally. The money spent on additional one-to-one support is ineffective. The gap between the attainment of disadvantaged pupils and others nationally is widening.

- The local authority has worked closely with the different headteachers of the school, providing appropriate support in reviewing the school's work. It issued an early warning notice for the school to improve. It established an education improvement board to drive improvements forward and it carried out a thorough review of pupil premium spending during the autumn term. However, this has not been effective due to the changes in headteacher and the high turnover of staff.
- Newly qualified teachers should not be appointed.
- **The governance of the school**
  - Until the recent appointment of the new federated board of governors, the governing body had not provided enough support or oversight to move the school forward. The new governing body has established appropriate committees and defined roles and responsibilities for governors to ensure coverage of all aspects of the school's work, linked clearly to priorities for improvement.
  - Governors are developing an accurate view of teaching and its impact on pupils' learning and progress based on their visits to the school, the school's assessment information and headteacher reports.
  - Governors have ensured that leaders set clear targets for teachers' performance. However, the arrangements for the mid-term review of targets have not taken place due to the changes in headteacher.
- The arrangements for safeguarding are effective. Robust procedures are in place to ensure the safety and well-being of pupils and all training is up to date. The school works closely with parents and other agencies to establish a safe culture for pupils.

### **Quality of teaching, learning and assessment is inadequate**

- Evidence from inspection findings, the school's most recent monitoring of teaching, work in pupils' books and information about the progress pupils are making confirms that teaching, learning and assessment are inadequate. The high turnover of teachers since the last inspection has had a detrimental effect on pupils' learning, particularly in Year 6, and has led to some negative attitudes among pupils.
- Pupils' work shows that, too often, teachers' expectations are too low. Pupils said that they were sometimes given tasks that they had previously completed when they were much younger. In a Year 6 mathematics lesson, pupils were given simple problem-solving tasks involving the multiplication of small numbers by five. For the majority of pupils, this was far too easy and did not help to move them on in their learning.
- The work seen in books shows that pupils are often given the same tasks to complete, regardless of their different abilities. Consequently, many find the work either too easy or too difficult, which restricts their progress. Pupils who have special educational needs or disability are often unable to complete the tasks set without additional support, and some of these pupils have developed negative attitudes to learning.
- The most-able pupils are not always set more challenging tasks to extend their learning. Pupils' work shows that expectations are often too low. In discussion, some most-able pupils said that they could be doing a lot better if the work they were given in lessons and for homework was more challenging.
- The teaching of basic skills in literacy and numeracy is inadequate, as reflected in weaknesses in learning and achievement across the school. Teachers do not promote literacy and numeracy well enough in different subjects. They do not consistently check pupils' spelling errors or encourage them to present their work neatly, which limits pupils' progress.
- Teachers are not implementing the school's marking policy well enough to ensure that pupils consistently know how well they are doing and what they need to do to improve. Too often, they are not given enough guidance on how to improve their work or correct spelling and literacy errors.
- Teaching assistants are not as effective as they could be in supporting pupils' learning. The additional support provided for disadvantaged pupils and pupils who have special educational needs or disability has had too little impact on their learning and progress.

## Personal development, behaviour and welfare

requires improvement

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. Too many pupils do not develop the motivation and resilience they need to be successful learners. As a result, these pupils do not concentrate on their learning activities or try hard enough in lessons. Pupils do not always value or respect the contributions of others.
- There have been few recorded incidents of bullying of any kind since the last inspection. When bullying does occur, the pupils say that it is usually dealt with effectively by staff, although a few parents disagree. Pupils have a good understanding of bullying, including cyber-bullying. All pupils are encouraged to use the dedicated box to report any concerns in school, and older pupils act as anti-bullying monitors to assist staff in preventing bullying and promoting positive relationships.
- Leaders and staff do not provide opportunities for pupils to learn about or understand British values. As a result, pupils' knowledge and understanding are limited, as is their personal development in this regard.
- Pupils say that they feel safe in school and can go to any member of staff if they need help. Most parents agree that their children feel safe.
- The promotion of pupils' spiritual, moral, social and cultural development is good. They learn about other faiths and show respect for other cultural traditions, as seen in their spontaneous applause at the end of the St Patrick's Day assembly.
- Many pupils say that they enjoy school and especially like the weekly 'superstar assembly' to celebrate their successes. Pupils receive appropriate pastoral support. For example, the family worker, support staff and external agencies support pupils' emotional well-being. Pupils in the 'Dragonflies' nurture group receive good pastoral support to enable them to settle into school and re-engage with learning.

### Behaviour

- The behaviour of pupils requires improvement. This represents a decline since the last inspection, when behaviour was good. Too many pupils have negative attitudes to school. Pupils' books show that sometimes work is not presented neatly and there are a few gaps in learning where work is missing. Some parents expressed concerns about their children's loss of confidence in learning. Teachers do not address the few instances of low-level disruption to learning well enough.
- Pupils' conduct is generally good in lessons and around the school. There were a few incidents of minor disruption in lessons, which occur when pupils do not understand what they were expected to do, or when they find tasks too easy.
- Attendance has risen steadily since the last inspection and is above average because the school rigorously tackles persistent absence and pupils are rewarded for good attendance. Pupils arrive punctually and well prepared for lessons.

## Outcomes for pupils

are inadequate

- Standards have declined since the last inspection and pupils are not achieving as well as they should. They enter the school with broadly average attainment and leave with below-average standards in reading, writing and mathematics.
- The school's own tracking information shows that pupils currently in the school are making inadequate progress across all year groups. Too few are reaching age-related expectations in reading, writing or mathematics. Only a very small number of Year 6 pupils are making more than expected progress.
- In 2015, disadvantaged pupils in Year 6 made insufficient progress, and the gap between their attainment in reading, writing and mathematics and that of other pupils nationally widened. Disadvantaged pupils who are currently at the school are making the same weak progress as their classmates.
- Pupils who have special educational needs or disability, and pupils who speak English as an additional language are not making enough progress from their low starting points because too often they are given tasks that do not meet their needs or that they find too difficult.
- Although the most-able pupils are making expected progress from their higher starting points, too few are making better than expected progress because teachers' and leaders' expectations for their learning are often too low.

- There were too few examples seen of the progress that pupils are making in subjects other than English and mathematics. Not enough work has been completed in pupils' topic books and there was little work on display in subjects such as science, geography and history.
- Pupils are not benefiting from the use of primary sports funding. This money has not been spent in line with the school's intentions to provide more after-school sports clubs and more opportunities for pupils to compete with other schools. Nevertheless, pupils were seen to exercise vigorously at playtime and lunchtime and, in discussion, they showed a good understanding of how to stay healthy.

## School details

|                                |          |
|--------------------------------|----------|
| <b>Unique reference number</b> | 120968   |
| <b>Local authority</b>         | Norfolk  |
| <b>Inspection number</b>       | 10011575 |

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

|  |  |
|--|--|
| <b>Type of school</b>                      | Junior   |
| <b>School category</b>                     | Community  |
| <b>Age range of pupils</b>                 | 7–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 304  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair</b>                               | Sue Carr   |
| <b>Headteacher</b>                         | Brendan McCarney (interim headteacher)   |
| <b>Telephone number</b>                    | 01493 662756   |
| <b>Website</b>                             | <a href="http://www.wroughtonjunior.norfolk.sch.uk">www.wroughtonjunior.norfolk.sch.uk</a>       |
| <b>Email address</b>                       | <a href="mailto:office@wroughtonjunior.norfolk.sch.uk">office@wroughtonjunior.norfolk.sch.uk</a> |
| <b>Date of previous inspection</b>         | 4 June 2014  |

## Information about this school

- This school is larger than the average-sized junior school.
- Most pupils are from White British backgrounds and a small number speak English as an additional language.
- A high proportion of pupils are eligible for the pupil premium, which is the additional funding provided by the government for pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is above average.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has its own nurture group, known as Dragonflies, to support pupils who require additional help with their emotional and behavioural needs.
- Since the previous inspection, the school has received two monitoring visits by Ofsted to determine how much progress it is making in meeting its areas for improvement.
- There have been four changes of headteacher in the last 15 months and the current interim headteacher took up his appointment four days before this inspection, to support the assistant headteacher who became the acting head of school in September 2015. There has been a high turnover of staff. The school entered into a hard federation with Wroughton Infant School in July 2015. The previous governing body resigned and was replaced with a new, federated governing body in September 2015.

## Information about this inspection

- Inspectors visited a variety of lessons and activities, including assemblies and a breakfast club, nearly all of them jointly with the interim headteacher or the acting head of school.
- Inspectors heard a few pupils read and looked at samples of pupils' work in different subjects across all year groups.
- Inspectors looked at published data and the school's tracking information to determine the progress pupils are making across the school.
- Inspectors examined 27 responses to the Ofsted online questionnaire, Parent View, including parents' written comments, and held informal discussions with some parents who accompanied their children to school. They also considered the responses of staff in their completed questionnaires.
- Inspectors held meetings with school leaders, two members of the governing body, a representative of the local authority and two groups of pupils. They also held informal discussions with pupils at breaktime and lunchtime.
- Inspectors looked at a range of documentation including: safeguarding policies; records of training and safeguarding procedures; an externally completed evaluation of the school's work; the school improvement plan; and records of behaviour and attendance.

## Inspection team

|                                 |                  |
|---------------------------------|------------------|
| Declan McCarthy, lead inspector | Ofsted Inspector |
| Janet Tomkins                   | Ofsted Inspector |
| Debra Flowerdew                 | Ofsted Inspector |



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2016

