

Wroughton Junior School

Inverary Road, Wroughton, Swindon, Wiltshire SN4 9DL

Inspection dates

14–15 May 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Effective leadership has seen the school successfully through a period of change. Leaders, including governors, form a cohesive team to ensure that the quality of care and education has remained good.
- Senior leaders are ambitious for pupils. Their shared aims and vision are reflected in pupils' good achievement, attitudes and behaviour.
- Leaders' self-evaluation is accurate. They use their knowledge of the school well to identify and tackle priorities for improvement.
- Middle leaders play a key role in school improvement. However, some of their monitoring lacks the precision needed to be even more effective in holding others to account.
- Leaders and teachers promote a strong culture of reading in the school. However, inconsistencies in the phonics programme mean a few of the lowest-achieving pupils are slow to catch up.
- Pupils are well prepared for the next stage in their education. Achievement in reading, writing and mathematics for the vast majority of pupils is good.
- The quality of teaching is good. Pupils are effectively supported and challenged in lessons to do well. There are occasional exceptions when the most able (including disadvantaged) pupils are not stretched in some situations.
- Teachers are skilled in assessing pupils. As a result, they know pupils well and set work that is matched accordingly to meet a range of needs. However, some individual targets for pupils with special educational needs and/or disabilities (SEND) lack detail in terms of milestones or measures to consistently secure the very best possible progress.
- Leaders are proactive in implementing and evaluating an engaging curriculum for pupils. Consequently, pupils are keen to learn. They are learning relevant skills and knowledge to be successful when they leave the school.
- Leaders ensure that pupils' social, moral, spiritual and cultural development is a priority. Consequently, pupils are kind, empathetic and tolerant of each other and differing viewpoints.
- Arrangements for safeguarding pupils are effective.

Full report

What does the school need to do to improve further?

- Strengthen leadership and management further by:
 - developing middle leaders' expertise in monitoring and evaluation to hold others to account
 - ensuring that a rigorous and robust daily phonics programme is in place for the few identified pupils who need to catch up quickly.
- Ensure that teachers tackle the few remaining pockets of weak achievement by:
 - improving the consistency and precision of targets for pupils with SEND, including those with an education, health and care plan (EHCP)
 - consistently challenging the most able pupils, particularly those who are disadvantaged, to reach the highest standards of which they are capable in the full range of subjects.

Inspection judgements

Effectiveness of leadership and management

Good

- The recently appointed executive headteacher has settled quickly into his new role. He is ably supported by the co-heads of school, who together form an effective layer of the school's senior leadership team. A series of effective actions have enabled a smooth handover and transition so that the school has experienced minimal disruption.
- Leaders, including governors and middle leaders, form a cohesive team. They share the same high ambitions for pupils. Following the previous short inspection in May 2018, they set about tackling the issues found at that time. These are being successfully remedied and pupils continue to achieve well in the school.
- Leaders' self-evaluation is accurate. They work well together to check the quality of education through effective monitoring and evaluation. As a result, leaders identify inconsistencies early and implement effective plans to tackle these. For example, before the inspection, leaders had already identified that there is scope to further improve the proportions of disadvantaged pupils reaching the greater depth standard in reading, writing and mathematics.
- Year group and subject leaders are highly valued and play a central role in school improvement. They are enthusiastic and committed. Their energy is keenly reflected in the year groups, classes and subjects that they lead. They take a full part in monitoring and evaluation to ensure that there is capacity in the school. However, at times, their monitoring lacks the necessary precision to hold teachers to account with even greater rigour.
- Leaders and teachers promote a strong culture of reading. They have stocked a range of high-quality texts for individual and shared reading which pupils greatly enjoy. Teachers read aloud to classes regularly and with great passion so that pupils are hooked. Pupils say they are 'inspired' to read. They talk fervently about books and compare authors with aplomb. Leaders ensure that the environment reflects a love of books, including an inviting library which pupils enjoy using.
- However, there are inconsistencies in the phonics programme aimed at supporting the lowest-achieving pupils to catch up with their knowledge of letters and sounds. For example, some phonics books are not matched closely enough to pupils' phonic knowledge. This has led to a few of these targeted pupils not making enough progress to catch up.
- Leaders ensure that there are strong processes for checking pupils' progress. For example, pupil progress meetings identify pupils who are falling behind, including the most able pupils. These meetings enable leaders and teachers to intervene so that pupils have bespoke plans or agreed actions to recover.
- Senior leaders ensure that staff appraisal and performance are linked to the priorities on the school development plan (SDP). This ensures that common aims and wider priorities are shared with teachers. These hold teachers closely to account, including for leadership roles and responsibilities, but also provide high-quality opportunities for staff development and training.
- Senior leaders ensure that ongoing professional training and support are invested in

building teachers' skills and competencies. For example, some teachers are undertaking national awards and qualifications in leadership. The overwhelming majority of staff feel well supported and encouraged by senior leaders who promote an inclusive school for pupils and staff alike.

- Leaders have been diligent in implementing and evaluating a curriculum to motivate and engage pupils. Learning is built around a 'big question' with themes linked to meaningful topics and areas of interest for pupils, such as the plight of orangutans and climate change in Year 4. Subject aims of the national curriculum, including relevant skills and knowledge, are skilfully sequenced into the learning pathway to ensure that pupils are continually working towards age-appropriate content and standards.
- Leaders also ensure that there is a range of other enrichment clubs and activities. For example, there are many sports and cultural clubs, such as debating. This enables pupils to get involved in many different and varied pursuits to supplement the core curriculum. The sports and physical education (PE) grant is well used to ensure that pupils are active and sample a wide variety of different sports, including swimming.
- Leaders ensure that the additional pupil premium funding and allocation for pupils with SEND are used well. As a result, the majority of disadvantaged pupils and those with SEND make good progress within an inclusive approach. They have a strong voice and representation in school, including as pupil leaders or members of the school council.
- Leaders and teachers ensure that pupils' social, moral, spiritual and cultural development is a priority. As a result, pupils are kind, tolerant and empathetic. They show a high regard for one another and an appreciation of British values. For example, some Year 6 pupils told an inspector about the importance of diversity and why individual liberty is so important in society, citing Islam and fasting in their response. As a result, pupils are well prepared for life in modern Britain.

Governance of the school

- This school is federated with Wroughton Infants; as such, there is one governing body running both schools.
- Governors are diligent and strategic in their work. For example, they ensure that the SDP is fit for purpose with realistic aims and objectives. Following the previous inspection in May 2018, governors focused their work on the challenges arising at that time. As a result, they have been successful in continuing to remedy the weaknesses found, particularly in improving the achievement and attendance of disadvantaged pupils. While there is more to do, the steps taken have brought about sustained improvement in these areas.
- Governors hold leaders firmly to account through a range of school visits and activities. For example, governors have attended pupil progress meetings, had presentations from subject leaders and completed various learning walks in school. These activities provide governors with much useful first-hand information to challenge leaders and make strategic decisions.
- Governors' engagement and relationship with the local authority is beneficial. The local authority has provided clear direction about the progress of the school since the last inspection. This was valuable to the governing body. Furthermore, the local authority

brokered additional leadership capacity during the interim period where the school did not have an executive headteacher in post. Governors worked well with others to ensure that the school sought to make a high-quality appointment and had arrangements in place to enable the school to function well.

- Governors are currently reviewing how they are set up and their ways of working to keep improving the school. Some lead roles have become unclear in terms of where they sit, such as where the responsibility for the most able agenda or phonics lies. On the other hand, there is effective practice seen clearly in most areas, particularly in fulfilling the pupil premium agenda and reviewing the school's curriculum.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders are tenacious and promote a strong culture of safeguarding pupils and child protection. Leaders work effectively with a range of different agencies and external partners to keep pupils safe. Leaders, teachers and staff take timely action on behalf of pupils to get them any support they need. Leaders follow up concerns and referrals diligently to ensure that pupils are well looked after.
- Procedures for staff recruitment and training are robust. Leaders ensure that relevant government requirements are fully implemented so that staff are fit to work with pupils. As a result, staff have a good understanding of safeguarding procedures and are vigilant. Their records and information are useful in escalating cases and in working with outside agencies.
- Pupils and staff overwhelmingly say that pupils are kept safe at school. This is a view that is also endorsed by the vast majority of parents and carers. Pupils' views are taken seriously. For example, the pupils recently expressed concerns via the school council about the height of a gate onto the school grounds. This has subsequently been changed. Pupils told an inspector that they recognise that their safety is paramount to teachers.
- Pupils have a good understanding of health and safety procedures. They know how to evacuate the building and breakfast club in the event of a fire. Pupils also explained what they must do to stay safe online and how to report suspicious or concerning activity.

Quality of teaching, learning and assessment

Good

- Teachers have high expectations and are ambitious for pupils. This is seen in the expectations and 'non-negotiables' that pupils consistently meet. Pupils readily rise to the challenges set by teachers and are proud of their work.
- Teachers are skilled in making ongoing assessments of pupils. They use information well to ensure that pupils receive well-matched work. As a result, pupils make good progress and produce work of a high standard.
- Teachers adapt lessons and learning so that pupils of different abilities are stretched and challenged. For example, in Year 3 reading sessions, pupils are subtly asked different questions to probe their understanding of the author's intent and meaning.

This explores pupils' thinking and enables the teacher to ask further questions to deepen pupils' understanding.

- Teachers plan lessons that are exciting and interesting. Their choice of topics and 'big questions' promote genuine interest. As a result, pupils enjoy learning and are making connections between subjects with transferable skills and knowledge.
- The teaching of mathematics is improving well. Pupils understand the rationale and purpose behind their 'Do it; Use it; Own it' strategy. This is providing pupils with opportunities to apply their learning and gain mastery of particular mathematical skills, concepts and knowledge. Pupils are also developing an increasing understanding of mathematical vocabulary which they use to solve problems, as well as to explain and justify their reasoning.
- Teachers and additional adults promote positive relationships with pupils. The environment and classrooms are well managed to enhance the learning and stimulate pupils.
- However, there are a few occasions in lessons, or at other times (such as when writing in science), when the most able pupils are not stretched sufficiently or are constrained by the way that work is presented to them. At these times, these pupils, which include some disadvantaged pupils, do not produce work to the highest standards of which they are capable.
- Furthermore, some individual targets for pupils with SEND lack detail in terms of their academic milestones or measures to consistently secure the very best progress possible, including a few pupils with an EHCP.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are proud of their school, describing it as 'growing, diverse and inclusive'.
- Pupils are motivated and resilient. They take responsibility for their own learning in lessons through engaging constructively with others and in editing to improve their own work. Consequently, they learn how to manage their own work and to be self-organised.
- Pupils take pride in their work. They enjoy meeting the standards set by their class teachers. For example, the quality of handwriting and presentation is consistently high in the range of classes and subjects.
- Pupils show courtesy and respect towards adults, visitors and to each other. The focus on attitudes and behaviour, either through the behaviour ladder and related strategies, such as 'Pride in the Tribe', unites pupils. Pupils show a compelling and authentic regard for the school rules and understand how these affect everybody in the school community.
- Adults ensure that pupils have time and space for high-quality personal reflection, for example through 'mindful moments'. The use of the well-being council and school council also ensures that pupils' emotional and mental states are always considered

and prominent in pupils' thinking.

- There are times or parts of lessons when some pupils lose interest. This occurs when an activity is not fully engaging all pupils or meeting their needs. When this happens, teachers are usually successful in recognising this but, nevertheless, it causes brief interruptions to learning.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well in lessons and throughout the school day. Recent work to improve behaviour even further is having a strong impact. Leaders' records and analysis show that behaviour is continuing to improve well, including at breaktimes, as episodes of unwanted behaviour are reducing at pace.
- Leaders and staff have worked effectively to improve pupils' attendance, particularly for disadvantaged pupils. They have been relentless in their actions to ensure that pupils get to school. As a result, overall attendance for all pupils is now at least in line with the national average for primary schools. The attendance of disadvantaged pupils and those with SEND is still a little behind but is improving well.
- Pupils know what bullying is, including how this may occur online. They say that bullying is rare. If it occurs, pupils say they trust staff to deal with this well. Anti-bullying work is promoted through the curriculum, as well as other events (Anti-bullying week) and assemblies. Additionally, leaders also record and deal with the very rare cases of racism punctiliously.
- Pupils are keen to contribute to the daily life and work of the school. For example, pupils take their responsibilities as house captain or school councillor very seriously. They make a difference through their roles. For example, key decisions made by pupils include their commitment to raising awareness and reducing plastic use in school.

Outcomes for pupils

Good

- Pupils' attainment in reading, writing and mathematics has improved markedly over the past three years. This has also been matched by published progress measures which, in 2018, all exceed the national average.
- Pupils' ability and their love of reading is prominent in Wroughton Juniors. Published data in 2018 showed that pupils' progress was well above the national average. Current pupils are also demonstrating strong progress in reading.
- Outcomes for disadvantaged pupils are improving. In fact, most disadvantaged pupils have broadly caught up with their non-disadvantaged peers (nationally) in reading, writing and mathematics. Current work in books and assessments confirm this is still the case. However, too few of the most able disadvantaged pupils reach the higher standards (greater depth) in reading, writing and mathematics.
- Other pupils including looked-after pupils and those with English as an additional language (EAL) also achieve well. The majority make good progress to catch up with their peers. Again, there is more to do to ensure that more of these pupils make even

greater strides to attain the 'greater depth' standard.

- Pupils' work in books shows that the quality and standards in writing are improving. In particular, pupils are developing their editorial and self-correcting skills to identify and reduce errors in spelling, punctuation and grammar. The school's focus on reading and the wider prevalence of reading encourage pupils to use a range of vocabulary and good word choices in writing.
- Pupils are demonstrating improved reasoning and thinking skills in mathematics. The focus since the previous Section 8 inspection has facilitated a strong focus on this aspect. Consequently, pupils are now used to explaining and articulating their thought processes. Pupils are secure in age-appropriate mathematical concepts, including those linked to number and calculation.
- The majority of most-able pupils are making good progress in reading, writing and mathematics. However, there is a small minority of pupils who are at risk of slipping back. Leaders have completed a thorough analysis and know who each of these pupils is. As a result, recovery work is ongoing so that these targeted pupils are starting to regain lost ground.
- Pupils are gaining fundamental skills across the curriculum, including PE, art and computing as pupils are being well prepared for a secondary education. However, there are some occasions when the quality of written work, particularly of the most able pupils, falls short of the high standards seen in other workbooks. For example, when pupils are producing written work in their science books, the responses are sometimes constrained by the format given, compared to the pupils' ability seen in English books.

School details

Unique reference number	126245
Local authority	Swindon
Inspection number	10056202

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

Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	336
Appropriate authority	The governing body
Co-chairs	Paul Gibbs/Sandra Parsons
Executive headteacher	Andrew Wilson
Telephone number	01793 812 339
Website	www.wroughtonjuniors.co.uk
Email address	Juniors@wroughtonfederation.co.uk
Date of previous inspection	27–28 March 2014

Information about this school

- Wroughton Junior and Infant schools federated in June 2017. The schools are run by the same governing body and executive headteacher, and share senior leaders.
- The school has two co-heads of school with shared responsibilities for the day-to-day running of the school.
- The school was inspected in May 2018. This inspection outlined some key areas for leaders to address. It did not change the school's overall effectiveness grade.
- Wroughton Junior is larger than the average-sized primary school. There are three classes in each year group. Each year has a named year group leader.
- The proportion of pupils eligible for free school meals is similar to the national average.
- The proportion of pupils with SEND is lower than the national average, although there are a higher proportion of pupils with an EHCP.
- There is a small but increasing proportion of pupils who speak English as an additional

language.

Information about this inspection

- Inspectors observed pupils in lessons in all classes across the school; these were sometimes accompanied by the executive headteacher or other leaders. Leaders were keen to join inspectors at all times but had other commitments to administer the key stage 2 national tests at times during this inspection.
- Discussions took place with the executive headteacher, co-heads of schools, SENCo, year group and some subject leaders.
- Additional discussions were held with the local authority and the school's independent education consultant.
- The inspectors gained the views of pupils throughout the inspection, including discussions at breaktimes. An inspector also met with a group of Year 6 pupils.
- The inspectors looked at pupils' work in books to establish the current quality of work and standards of current pupils in books with leaders.
- Inspectors listened to pupils read in Years 3 and 6. They also scrutinised pupils' daily reading records and assessments. An inspector also listened to the reading of identified pupils for phonics catch-up from Years 3 and 4.
- Inspectors spoke with pupils and parents to seek their views of the school. The 57 responses from Parent View and corresponding free-texts comments and emails to Ofsted were considered by inspectors. In addition, information from staff and pupil surveys was taken into account.
- Inspectors scrutinised a number of documents, including meeting minutes, governor visits and minutes, improvement plans and information relating to behaviour, safety and safeguarding (such as the single central record, training logs and risk assessments).
- An inspector met with representatives of the governing body.

Inspection team

Stewart Gale, lead inspector	Her Majesty's Inspector
Sandra Woodman	Ofsted Inspector
Paula Marsh	Ofsted Inspector

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Manchester
M1 2WD

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