

# Inspection of Wroughton Infant Academy

Beccles Road, Gorleston, Great Yarmouth, Norfolk NR31 8AH

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Inspection dates: 15–16 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## **What is it like to attend this school?**

Pupils are happy and well cared for, and feel safe at school. They have positive attitudes about school, in and out of lessons. Teachers have developed a curriculum that interests pupils, making them think. Pupils enjoy learning. They do their best in lessons and take pride in their books, which are usually neat and tidy.

Staff expect pupils to behave well. Pupils follow the school's rules. They know the difference between right and wrong and show respect for the views of others. They have good relationships with one another and play well together. Bullying is rare. Pupils know staff will quickly resolve bullying, if it occurs.

Pupils enjoy the many activities the school offers, such as the night owls club, breakfast club and sports clubs. Pupils enjoy working together and the activities enable pupils to build their confidence.

## **What does the school do well and what does it need to do better?**

Pupils achieve well. Leaders set high expectations for learning and behaviour. They support the families of disadvantaged pupils effectively to ensure that the pupils benefit from all the school offers.

Leaders have the best interests of teachers at heart and gives them the time to do their jobs well. Trustees and governors work closely with leaders in providing effective support for the school. For example, they regularly visit the school to secure their own view about the quality of teaching and learning. This helps to sustain and improve the good quality of education the school provides.

Reading is given a high priority. Pupils have a good start in learning to read and develop a love of reading. Leaders make sure phonics is taught well. Teachers provide pupils with books at an appropriate level and carefully check how well pupils are practising their letter sounds. Teachers help pupils when they have difficulty. As a result, all pupils, including those with special educational needs and/or disabilities (SEND), progress well in reading.

Leaders have introduced a new scheme in mathematics which is improving pupils' ability to calculate. Teachers make sure the work pupils do builds on what pupils have learned before. For example, we saw pupils in Year 2 using the knowledge they have secured in the past to check their current work is accurate.

Leaders make sure pupils are well educated across the curriculum. There is still work to do in some subjects, such as art and geography. In art, for example, leaders have identified what pupils should learn by the end of Year 2 and are now focusing on adding more detail to what pupils should learn by the end of Year 1. In geography, leaders make sure teachers plan learning so that it builds on pupils' prior knowledge. As a result, pupils' understanding grows, but some pupils do not remember enough

about what they have previously been taught. Leaders are addressing gaps in pupils' knowledge so that pupils have a strong understanding of what they have been taught in the past.

Pupils are well behaved in lessons and around the school. They attend well and on time. Pupils grow in confidence as they learn to share and take turns. They are taught about honesty and respect for others. They experience a sense of wonder in subjects such as art and when they go on school visits. Pupils learn to help other people by raising money for charities, and taking care of their surroundings.

Staff meet the needs of pupils with SEND well. Specialist professionals for autism provide effective support. Teaching assistants play an important part in pupils' learning. Leaders have recently developed action plans for individual pupils with SEND. However, parents are not sufficiently involved in the planning process.

Children quickly settle into the early years and enjoy their learning activities. Staff focus on developing children's language skills, especially in speaking and listening, and their early reading skills. Staff teach phonics well. Children enjoy listening to stories and have a love of books. They are challenged to try new things, such as exploring the textures of seashells during a visit to the beach.

Children in the early years are well behaved. They learn to take care of themselves and play happily together. Staff work closely with parents to ensure that children achieve well. As a result, children are prepared well for transfer to Year 1.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that all staff are trained in safeguarding children and that they receive regular updates. Leaders record all the required checks they have made on staff before staff are appointed to the school. The checks are in line with legislation and are fit for purpose.

Staff know their pupils well. They work effectively to support pupils' emotional well-being. Staff know how to make a referral and act quickly if there are any concerns about pupils' welfare. Leaders work successfully with other agencies.

Pupils learn how to stay safe. They learn about handling equipment safely and moving safely around school.

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

### **(Information for the school and appropriate authority)**

- Some aspects of the curriculum, such as art and geography, are not as well planned as others. Leaders need to ensure that all aspects of the curriculum are well planned so that pupils develop a secure understanding of all the subjects

they study.

- Parents are not sufficiently involved in the planning of provision for pupils with SEND. Leaders need to make sure that parents and professionals work together to ensure that pupils' needs are fully understood and planned for.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	143461
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10110244
<b>Type of school</b>	Infant
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	249
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	David Anderson
<b>Headteacher</b>	Craig Avieson
<b>Website</b>	<a href="http://www.wroughtonacademies.org.uk">www.wroughtonacademies.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- This was the first inspection of the school since it became an academy in December 2016. It is one of six primary schools in the Creative Education Trust.
- The school has a high proportion of disadvantaged pupils.
- The proportion of pupils with SEND is high.
- The school runs a breakfast club and an after-school club.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors spoke with pupils about what it is like to be at Wroughton Infants and observed pupils at breaktimes and lunchtime.
- We looked at safeguarding checks carried out by leaders before staff are appointed and child protection referrals made to the local authority. We spoke with staff, parents and the chair of the rapid improvement board about how the school keeps pupils safe. We also spoke with pupils about how they learn to stay safe and how safe they feel in school.

- Inspectors met with the director of education.
- The inspection focused on reading, mathematics, art and geography. Inspectors talked with senior leaders, curriculum leaders, teachers and pupils about these subjects. We visited lessons with leaders and looked at pupils' work in these subjects together.
- There were not enough responses to Ofsted's online survey, Parent View, to indicate parents' opinions of the school. However, inspectors considered the free-text messages from six parents. One inspector also spoke with eight parents who were attending parents' evening. Inspectors looked at the 15 responses to Ofsted's staff questionnaire.

### **Inspection team**

Declan McCarthy, lead inspector	Ofsted Inspector
John Crane	Ofsted Inspector
Jo Nutbeam	Ofsted Inspector

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