

# Inspection of Wroughton Junior Academy

Burgh Road, Gorleston, Great Yarmouth, Norfolk NR31 8BD

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Inspection dates: 19–20 November 2019

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Not previously inspected

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

Pupils are happy and safe at Wroughton Junior Academy. The day gets off to a calm start. 'Magic breakfast' helps pupils to get ready to learn each morning. Pupils told us that the school has, 'got a lot better over the last two years'. Bullying and unkind behaviour are now rare. When they do happen, pupils are clear that adults sort things out. Pupils embrace the school's behaviour rules: we are ready to learn; we are responsible; we are safe.

Adults encourage and reward good behaviour and attendance. As a result, attendance has improved significantly across the school. This is especially true for disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND).

Pupils are proud of their school. They are polite and courteous to staff, visitors and each other. They enjoy opportunities to take part in sporting competitions and educational trips.

Pupils' achievement is improving. However, outcomes remain low compared to the nationally expected standards. Pupils do not learn well enough, especially in reading and mathematics. This is because learning is not always well organised. Teachers do not always have the highest expectations of what pupils can achieve.

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

This is an improving school. Leaders have mapped out the knowledge they want pupils to learn in all subjects. However, sequencing of learning for subjects other than writing is very recent. Pupils do not always learn knowledge and skills in the most logical order. Consequently, they cannot consistently remember or apply knowledge in different subjects.

Teachers support pupils in Year 3 and Year 4 well to catch up in their understanding of phonics. This means they can read an increasing vocabulary of words. However, teachers have not focused enough on pupils' understanding of what they have read. In Year 5 and Year 6, the books pupils read are not matched to their reading abilities. This means that too few pupils develop the skills needed to achieve the higher standards in reading.

In mathematics, leaders have focused on pupils' number work. Pupils can apply their number skills to a variety of problems. However, some pupils told us that their number work is too easy and need more challenging problems. Leaders know that more work is needed in planning the wider mathematics curriculum so that it meets pupils' needs. Pupils have gaps in their knowledge, for example in understanding concepts and skills about shape, space and measurement.

Pupils' behaviour and their attitudes to learning are strengths of the school. One parent comment, reflecting others' views, was: 'behaviour is much better than it used to be.' Pupils enjoy opportunities to show the school's values and are rewarded for doing so. Leaders have taken effective action to improve pupils' attendance significantly. This is especially true for disadvantaged pupils and pupils with SEND. In cases where pupil absence remains a concern, leaders continue to seek helpful solutions.

Leaders are thoughtful about the different experiences provided to support pupils' personal development. Teachers use assemblies, after-school clubs and educational visits well to teach pupils about respect, tolerance and democracy. Clubs are accessible for all pupils, including disadvantaged pupils. The activities contribute well to developing pupils' understanding of how to be fit and healthy.

Provision for pupils with SEND is improving. The recently appointed special educational needs coordinator has quickly put systems in place that identify pupils' needs and plan actions that support pupils' learning and progress. However, these systems need checking by leaders while they become embedded.

School leaders are effective. Leaders know the school's strengths. They have clear plans to improve the weaknesses they have identified. The Creative Education Trust (the trust) is highly supportive of the school, for example organising curriculum support at many levels from across the trust. The Rapid Improvement Board checks the progress leaders are making towards achieving their aims. Teachers feel well supported by leaders in managing their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Senior leaders ensure that safeguarding arrangements are fit for purpose. Leaders at all levels, including the trust, give safeguarding the highest priority. They ensure that all staff are well trained and know what to do if they have a concern. Consequently, staff are alert to the signs that children are at risk of harm. Leaders respond quickly to ensure that pupils are safe. Safeguarding records are up to date and well organised. Leaders understand the risks that pupils face within the local community. They work closely with agencies to ensure that vulnerable pupils receive the help they need.

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

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

- Curriculum planning for subjects other than writing are in place but are not fully embedded. Leaders should make sure that teachers use these consistently well to enable pupils to make good progress. Leaders should hold those responsible for subject leadership to account for using these recent curriculum resources to raise

achievement in their subject area.

- In reading, some pupils choose books that are too easy for them and some choose books that are too difficult. Leaders need to ensure that texts are well matched to pupils' reading skills.
- In mathematics, some pupils are not challenged sufficiently, because work does not match their next steps in learning precisely enough. There are gaps in pupils' conceptual understanding, aside from in number work. Leaders should make sure that the curriculum enables pupils to develop their knowledge and skills in all areas of mathematics.
- Systems to support pupils with SEND are very recent. Leaders need to ensure that the changes introduced are making the difference intended. They should ensure that all pupils have the provision and resources required to enable them to access fully the whole school curriculum.

## 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>	143522
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10110186
<b>Type of school</b>	Junior
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	335
<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

- The school joined the Creative Education Trust on the 1 December 2016. This is the first standard inspection since the school joined the trust.
- The proportion of disadvantaged pupils is higher than found nationally.
- The proportion of pupils with SEND is higher than found nationally.
- The great majority of pupils come from White British backgrounds.

## Information about this inspection

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

- We met with the executive headteacher, senior leaders and subject leaders, groups of teachers, pupils and parents. We also met with the chair of the Rapid Improvement Board, who is also the director of education for the trust.
- We started the inspection on the first day by focusing on reading, writing, mathematics, geography and physical education. This included discussions with curriculum leaders, pupils and teachers, visits to lessons and scrutiny of pupils' work.

- On the second day, we undertook further discussions with pupils, school and trust staff, additional visits to lessons, work scrutiny and further review of school documentation. We analysed the 36 responses to Ofsted’s online questionnaire Parent View and the 15 responses to Ofsted’s staff questionnaire.
- We evaluated safeguarding through scrutiny of the school’s single central record of recruitment, discussion with the designated safeguarding lead, and discussion with other staff and pupils.

### **Inspection team**

Stephen Cloke, lead inspector	Ofsted Inspector
Joanna Pedlow	Ofsted Inspector
Jo Nutbeam	Ofsted Inspector

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