



Wroughton Middle School

Inspection Report

Unique Reference Number 120968
Local Authority NORFOLK
Inspection number 291926
Inspection dates 19–20 September 2006
Reporting inspector Mr. Richard Cheetham

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

Type of school	Middle deemed primary	School address	Burgh Road
School category	Community		Gorleston, Gorleston
Age range of pupils	8–12		Great Yarmouth, Norfolk NR31 8BD
Gender of pupils	Mixed	Telephone number	01493662756
Number on roll (school)	422	Fax number	01493442917
Appropriate authority	The governing body	Chair	Mrs.Susan Green
		Headteacher	Mr. Michael Hawkes
Date of previous school inspection	21 May 2001		

Age group	Inspection dates	Inspection number
8–12	19–20 September 2006	291926

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This larger than average school is due to be reorganised as a junior school in 2008. Nearly all pupils are of White British background with a few from minority ethnic backgrounds. A few speak English as an additional language but none are at an early stage. The school is part of a group, known as the 'excellence cluster' which receives extra support because the area has a significant degree of disadvantage. Pupils' attainment on entry is below average. An above average proportion of pupils is entitled to free school meals. The proportion of pupils who have learning difficulties or disabilities is also above average. Twenty four pupils attend special classes for those with moderate learning difficulties.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Up to last year, progress since the previous inspection had been inadequate because little had been done to make improvements. Pupils' standards were dropping year on year and they made little progress. This has changed for the better. The inspection confirms the school's self-evaluation that it now provides a satisfactory standard of education for its pupils. Most parents support the school, though a few still have minor concerns. The improvement has come about because the headteacher, who has been in post a year, and the deputy headteacher have given staff a strong lead. Consequently, the school works well with the Local Authority and other external groups to secure improvement. The headteacher and deputy headteacher have brought a much needed sense of urgency and direction, which has stopped the decline and led to improvement across a broad front. For instance, classrooms are bright and there is more equipment, especially for information and communication technology (ICT). However, several of the changes are new and have yet to take full effect. The senior staff have been supported satisfactorily by middle managers who have been given more opportunity to lead their teams. However, their effectiveness is somewhat blunted because some of their work overlaps and managers at all levels do not make enough use of the information on pupils' progress. Leadership and management are satisfactory overall. New governors work with the school and they have organised their work to support it. There has been an improvement in the way the school checks how well it is doing but more needs to be done by senior staff and governors. All are aware of the need to keep up the pace of change. Most teaching is satisfactory; some is good but some weaknesses, such as some low teacher expectations, remain. The school provides a satisfactory curriculum and cares for and guides its pupils soundly. As a result of recent efforts, the school has made satisfactory progress since the previous inspection and has satisfactory capacity for improvement. Pupils' attainment on entry is below that expected and sometimes well below. Year 6 standards in English, mathematics and science have improved significantly from a low point in 2005 and most pupils now make satisfactory progress. This is because of the extra support pupils receive. However, English and mathematics standards are below average while those in science are average. Not enough pupils are reaching the higher attainment levels and low attaining boys do not progress as well as other pupils. Standards in ICT are below average. However, pupils make satisfactory progress from their low starting points because staff are using the new ICT equipment effectively and engaging pupils more in their learning. Pupils' personal development is satisfactory, as is their spiritual, moral, social and cultural development. They have a reasonable understanding of healthy lifestyles and know how to keep themselves and others safe. Pupils enjoy what the school provides and achieve soundly. Pupils make a satisfactory contribution to the community but weaknesses in pupils' literacy, numeracy and ICT skills mean that their economic awareness is inadequate.

What the school should do to improve further

- Raise standards in English, mathematics and ICT by challenging higher attainers and supporting lower attaining boys more effectively, and thereby promote improved levels

of economic awareness - Improve the quality of teaching by raising teachers' expectations of what pupils can do and improving their use of assessment information
- Make the school's systems for checking standards and evaluating the quality of its work more effective.

Achievement and standards

Grade: 3

Overall standards at the end of Year 6 and when pupils leave the school are below average. However, for most, this represents satisfactory achievement and progress in relation to their below and, at times, well below average attainment on entry. But despite recent improvement, not enough pupils reach above average standards and some lower attaining boys do not make enough progress. Standards in English and mathematics are improving because the school is tackling the causes of underachievement. Consequently, pupils speak with increasing confidence. Most pupils enjoy their reading and are getting better at reading unfamiliar words. Pupils' writing standards in Year 4 are still low but older pupils are making sound progress in spelling and in producing longer pieces of writing. In mathematics, the school is working hard to pupils' number and problem solving skills. Standards in science are average because pupils learn effectively from investigations and experiments. Standards in ICT remain below average but improved resources are improving progress by giving pupils more opportunities to be independent and to learn by doing.

Personal development and well-being

Grade: 3

Personal development and well-being are satisfactory. Pupils enjoy school. They feel safe and are confident that they have an adult to turn to if necessary. They value the support they receive from an experienced counsellor. A very popular programme of games, sports and athletics encourages pupils to exercise effectively. The school places a strong emphasis on moral development and pupils have a good understanding of right and wrong. Overall spiritual, moral, social and cultural development is satisfactory. Most pupils work together harmoniously but in a few lessons, teachers do not have consistent expectations of behaviour and so some pupils are inattentive. Pupils in Year 7 have several whole-school responsibilities which make a positive contribution to the school community. Opportunities for younger pupils to take responsibilities are limited to their classrooms. Pupils work co-operatively in lessons and on visits, but opportunities for developing economic awareness are limited.

Quality of provision

Teaching and learning

Grade: 3

Although the quality of teaching and learning is more consistent than it was a year ago and is satisfactory overall, there are still some weaknesses. Teachers plan effectively in year groups, spread good ideas and share expertise. They introduce lessons well by making clear what pupils will learn but the ends of lessons are sometimes too hurried to reinforce learning successfully. Teachers are making better use of their ICT equipment but some lack confidence and skill in this area. Not all teachers expect enough of their pupils either in behaviour or in the challenge of their work. Teachers use questioning well to include all pupils and help deepen their understanding. Teachers and teaching assistants work well together to meet a wide range of learning needs. Some teachers set a good example by involving pupils in assessing their own work and setting short term targets for improvement. However, this is not widespread practice and the assessment of pupils' work is not developed enough to help them make better progress.

Curriculum and other activities

Grade: 3

The basic curriculum is sound. The school has, rightly, concentrated promoting the basic skills of literacy and numeracy and as a result, standards are rising. Pupils are particularly enthusiastic about the increasing chances to take part in problem solving activities. Pupils with learning difficulties and disabilities are fully included because they receive a curriculum that matches their needs. The provision for ICT is better organised and much better resourced than it was at the time of the previous inspection. Pupils enjoy the opportunities for independent learning that it offers but are not challenged enough. Their learning is enriched by a much improved range of after school clubs, which develops their talents, and by visits and visitors which help to bring classroom learning to life.

Care, guidance and support

Grade: 3

Provision in this area is satisfactory but its strength lies in the school's clear commitment to pastoral support for all. There is particularly good guidance for the most vulnerable pupils, for example through social skills or anger management groups that are making a significant contribution pupils' behaviour and learning. Attendance remains below the national average but has improved slightly as a result of sharper monitoring and close liaison with the Education Welfare officer. Pupils with learning difficulties and disabilities receive good support, either in mainstream classes or in the separate classes for younger pupils established this term. There are new systems for setting academic targets for all pupils but these are not yet being used consistently to improve progress. The school meets current requirements for safeguarding pupils.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The senior management team has chosen the right priorities to help the school 'turn the corner' and develop more effective provision. They have planned very well for continuing improvements this year but not yet beyond this. They have taken the staff with them in bringing about change and have increased staff skills through training, external support and regular monitoring of aspects of teaching. Support from year group and subject leaders is effective on day-to-day issues and on improving the curriculum. However, they are not clear about their role in using assessment information effectively or checking on the quality of teaching and learning. The systems for analysing and using pupil performance information have improved but are not yet good enough to give the school a clear view of all pupils' progress. The governors carry out their statutory responsibilities soundly and are beginning to question the school about its effectiveness as well as giving it support. The school ensures that all its pupils have equal access to what it provides and helps them overcome barriers to learning.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

21 September 2006 Dear Pupils, Wroughton Middle School, Burgh Road, Gorleston, Great Yarmouth, Norfolk, NR31 8BD Thank you for welcoming us to your school, for telling us what you think about it and for sometimes helping us find our way around the long corridors. We enjoyed looking at your work and watching you learn. This letter tells you of the good things we found out about your school as well as telling you how it can get better. Older children help the school run well and, perhaps, younger ones could play a bigger part as well. You know about eating healthily and some of you are making better choices at lunchtime. You really enjoy the extra sporting clubs and other activities and you know how to be safe and look after others. You know the difference between right and wrong but a few of you need to pay more attention in lessons. You like the brighter classrooms, carpets and extra computers. You are working hard to improve your English and mathematics skills you still need a bit more help so that you can all do well at your next school. Mr Hawkes and Mr Gibbins have done a good job in making the school better recently and you told us you noticed the difference. They and the other grown ups know that they need to help you do even better in English, mathematics and information and communication technology. We would also like them to make sure that all teaching is good and that they check on how well the school is doing in more detail. Best wishes for the future. Richard Cheetham Lead inspector