

# Wroughton First School, Gorleston

## Inspection report

---

<b>Unique Reference Number</b>	120969
<b>Local Authority</b>	NORFOLK
<b>Inspection number</b>	291927
<b>Inspection dates</b>	18–19 June 2007
<b>Reporting inspector</b>	Roger Sadler

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

---

<b>Type of school</b>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	4–8
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	330
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Graham Gibbins
<b>Headteacher</b>	Mrs Alison Clarke
<b>Date of previous school inspection</b>	18 February 2002
<b>School address</b>	Beccles Road Gorleston Great Yarmouth Norfolk NR31 8AH
<b>Telephone number</b>	01493663470
<b>Fax number</b>	01493663470

---

<b>Age group</b>	4–8
<b>Inspection dates</b>	18–19 June 2007
<b>Inspection number</b>	291927

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Almost all pupils are from White British families and speak English as their main language at home. An above average proportion of pupils have learning difficulties. More pupils are eligible for free school meals than is typical nationally and the area is one of some economic disadvantage. The school operates a daily breakfast club. It is planned that from September 2008 the school will provide for pupils from Reception to the end of Year 2 as part of a reorganisation of schools in the area.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The overall effectiveness, the quality of leadership and management and the achievement of pupils are satisfactory. The school provides satisfactory value for money. Children enter Reception with knowledge and skill levels well below those typically found at this age. Children's needs are accurately assessed and this information is well used to help them make good progress in Reception. Pupils enter Year 1 with standards below those expected for Year 1 pupils, particularly in their English development. In Years 1, 2 and 3, pupils make satisfactory progress but standards by the end of Year 2 remain below average and Year 3 pupils are working below the expected level for their age. The school works well with outside agencies, especially those supporting pupils with learning difficulties. These pupils often make good progress because of the extra support they receive. The school provides well for its small group of pupils from the traveller community, who make good progress.

Care, guidance and support are satisfactory. The headteacher has improved the way that the school checks the progress of pupils and she ensures that extra help is given to those at risk of underachieving. Teaching and learning are also satisfactory. Staff form good relationships with pupils and offer them much encouragement. In some classes, marking does not provide pupils with sufficient guidance and too few pupils show a clear understanding of their learning targets. Teachers do not always clarify exactly what they are looking for in pupils' work. Pupils are given too few chances to evaluate their work, in order to improve it.

The curriculum is satisfactory. In Reception it is good and children find their work interesting. The curriculum is suitably adapted to meet the needs of pupils with learning difficulties who have well tailored education plans. The school is modifying the curriculum to provide more challenge for brighter pupils, but this has not yet impacted on their progress. Pupils' personal development and well-being are satisfactory. The school's increased emphasis on regular exercise and healthy eating has helped them develop a good understanding of how to lead a healthy life.

The school has a good range of ways of identifying the strengths and weaknesses in its provision and is working to improve the most important aspects. Staff are provided with good quality guidance and training to effect improvements. However, follow up checks are not sufficiently demanding. The headteacher provides good direction for the work of the school and there have been some key improvements. For example, pupils' attendance has improved from below to above average levels. Subject leaders are now taking increased responsibility for the standards and quality in their subjects. Standards are beginning to rise, but many initiatives are in their early stages and are not yet consistently implemented. Recent improvements indicate that the school has satisfactory capacity to improve in the future.

### What the school should do to improve further

- Check rigorously to ensure that all staff understand and consistently implement key policies, such as marking and presentation.
- Ensure all teachers set challenging targets and that pupils know exactly where to focus their efforts.
- Ensure all teachers regularly draw pupils' attention to the features of good work so that they understand how to evaluate and improve their work.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory. Test results and assessments show that standards by the end of Years 2 and 3 are below average in reading, writing and mathematics but are gradually rising. The proportion of pupils attaining higher levels is significantly lower than is found nationally. The school has begun to resolve this with some useful work to challenge higher attaining pupils. These developments are quite new and have not had enough time to make a difference. The exception is in science where some effective work, led by the subject leader, has resulted in an increased proportion of pupils attaining higher levels. Pupils' speaking skills are only satisfactory. In some classes they are not given enough opportunities to develop their language, for example, by working in pairs to discuss teachers' questions before answering.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. Pupils mostly behave appropriately. Nevertheless, some have difficulty in controlling their behaviour and regularly break minor rules. This is sometimes ignored because of more serious issues. This accounts for pupils saying they 'mostly' feel reasonably safe, but not totally. Pupils have satisfactory attitudes to learning and enjoy school for most of the time. However, they show very limited understanding of how to improve their work. They especially enjoy active and practical lessons, such as physical education. They also enjoy the good range of out of school clubs. This, and the school's work towards its recent Healthy Schools Award, contributes to their good understanding of healthy lifestyles. Pupils are being satisfactorily prepared for the next stages of their education. Older pupils willingly take on responsibilities to help the school run smoothly and are involved in local charities and events.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

In Reception, pupils benefit from a good balance between activities led by teachers and those in which children work more independently. From Years 1 to 3, good relationships are evident in classes. Teachers manage behaviour confidently, however, on occasions; they do not insist that pupils work sufficiently quietly to enable them to concentrate fully. Lessons are planned carefully so that the learning needs of pupils of differing ages and abilities are met. Teaching assistants work well with teachers and provide good support for learning, especially for lower attaining pupils. Some teachers assess and mark pupils' work well, indicating where improvements are needed, but this is not consistent. In some classes, there is a lack of sufficient guidance on the key features of a good piece of work. This limits pupils' ability to assess their own work against their targets. Often the untidy presentation of work by pupils is too readily accepted by teachers.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. It has improved since the last inspection and is now broader. It is good in Reception where children are guided effectively, including a well-planned range of purposeful play. There is a satisfactory emphasis on improving pupils' skills in reading, writing and mathematics across the rest of the school. This is currently focusing on developing pupils' writing skills, where standards are beginning to rise. The science curriculum has improved so that pupils are doing more investigative work. New information and communication technology (ICT) resources have been introduced and pupils enjoy using these. Individual educational plans for pupils with learning difficulties have relevant targets that help them to make good progress. The school is currently piloting developments in Years 2 and 3 to make the curriculum more relevant to the needs and interests of pupils by placing greater emphasis on the links between subjects. However, this is at an early stage of development.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory. The school has thorough and effective systems for tracking pupil's progress. Potential underachievement is identified early and effective support helps pupils to do their best. The school responds well to the needs of a small group of its most vulnerable pupils, for example, by providing support and by offering specially chosen activities for lunchtimes. The new system for setting learning targets in writing and mathematics is not used consistently. Consequently, too few pupils are really clear about their targets and the potential effect on improving learning is lost. Procedures for safeguarding pupils are good and all required checks and staff training are in place.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Reception children are taught by an effectively managed team, whose consistently good work is ensuring these children make good progress. Subject leaders and senior managers are now taking more responsibility for monitoring and evaluating the school's performance. However, their understanding of how to analyse performance data remains underdeveloped. The headteacher has introduced much improved procedures for tracking pupils' progress. These are beginning to be used effectively so that planning and teaching is better targeted at meeting the full range of learning needs. The school improvement plan and staff training are focused on the correct areas to raise standards. Checks to ensure that all teachers and other staff understand and adhere to agreed policies are not sufficiently robust or demanding. This means inconsistencies in teaching and target-setting remain.

The governing body support the school effectively and has a sound overview of where improvements are needed. Governors are aware of the need for further training in analysing performance data to help them to compare the school with others and to improve their capacity to challenge the school to raise standards. The school provides satisfactory value for money.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
--	-----------------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	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

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> 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	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	2
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	2
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	3

### The quality of provision

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

<sup>1</sup> 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.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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**

20 June 2007

Dear Children

Wroughton First School, Gorleston, Great Yarmouth NR31 8AH.

Thank you for making Mrs Bavin, Mrs Bosworth and me so welcome when we came to inspect your school. We enjoyed talking to you and your teachers and watching you learn. We think your school is properly run and is giving you a satisfactory education. We are pleased that many of you attend school so regularly. We are pleased that you enjoy the good range of clubs the school arranges for you. Adults provide satisfactory teaching and care for you so that you make sound progress. Reception children settle into your school happily and make good progress in their first year. We are pleased you understand about eating the right food and playing sports and games, so you stay fit and healthy. This is important. Although most of you know how to behave, some of you do not concentrate or work as quietly as you should. Most of you know right from wrong, show enough consideration for others and are friendly and helpful to each other. We were pleased to see how older ones look after the younger ones, so keep up the good work! Those of you who find learning hard make good progress because teachers and teaching assistants help you learn.

There are three things that we have asked your school to work on:

- you can keep your work and books neat and tidy
- make sure you know your targets and they are the right ones for you
- help you understand what good work looks like so that yours is also as good as it can be.

With very best wishes for the future,

Mr Sadler

Lead Inspector