

Wroughton Infant School

Inspection report

Unique Reference Number	120969
Local Authority	Norfolk
Inspection number	339815
Inspection dates	23–24 September 2009
Reporting inspector	Derek Watts

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	239
Appropriate authority	The governing body
Chair	Mrs Sue Carr
Headteacher	Mrs Patricia Thompson
Date of previous school inspection	8 June 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 20 lessons and held meetings with governors, pupils and staff. They observed the school's work, its policies, teachers' plans and school improvement planning. They also analysed questionnaires from parents and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the provision and children's progress in the Early Years Foundation Stage
- the teaching of reading
- how well teachers use assessment to plan and provide for the more able
- the effectiveness of planning and action to improve provision and raise standards.

Information about the school

Most pupils in this large infant school come from White British backgrounds. In September 2008, the school changed from a first school for 4 to 8 year olds to an infant school for 4 to 7 year olds. The proportion of pupils with special educational needs and/or disabilities is higher than average. The proportion of pupils eligible for free school meals is well above average. The headteacher was appointed in September 2008. The deputy headteacher moved on to a headship in another school in July this year and has not yet been replaced. The school provides Early Years Foundation Provision for children in Reception.

The school runs an early morning breakfast club for its pupils. A pre-school is also on the site. This is run by a private organisation and was inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Wroughton Infant school has been through a number of changes in recent years. Its overall effectiveness is satisfactory.

Children enter Reception with knowledge and skills below those expected for their age. Many start with low language skills. There have been recent improvements to the provision in the Early Years Foundation Stage but it is too soon to see the impact of these. Provision in this area is satisfactory and children are making satisfactory progress. In Years 1 and 2, most pupils make satisfactory progress. By the end of Year 2, standards are consequently below average. Few pupils attain the higher than average Level 3, particularly in reading. The school has rightly identified reading as an improvement priority. A range of strategies to raise pupils' performance in reading have been introduced. However, these are not consistently implemented and the approaches used are not always appropriate for all pupils' abilities and needs.

Teaching and learning are satisfactory. Lessons have a clear purpose and teachers' explanations and instructions promote learning effectively. Most pupils are cooperative, positive and enjoy their learning. Activities and tasks are not always well matched to pupils' different abilities and needs. In particular, more able pupils are not always sufficiently challenged and extended. A satisfactory curriculum is enriched with a good range of additional clubs. Pupils' spiritual, moral social and cultural development is satisfactory. Most pupils are well behaved but some can become restless and their concentration wavers. Pupils feel safe and well cared for at school. They adopt healthy lifestyles and know how to keep fit.

Self-evaluation and improvement planning are satisfactory. Leaders and managers have a clear and realistic view of the school's performance. Key areas for improvement have been correctly identified. Strengthening teaching, improving reading and extending provision for information and communication technology are current priorities. The implementation of planning and projects are not always consistent or robust enough. Senior staff and governors acknowledge that some changes could be implemented more quickly in order to accelerate needed improvements. Monitoring to assess the effectiveness of the actions taken and to check the impact on outcomes for pupils is not firmly established. The capacity to improve further is therefore satisfactory although the headteacher, staff and governors are keen to move the school forward.

What does the school need to do to improve further?

- Raise standards by the end of Year 2 to at least average levels by:

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- improving teaching from satisfactory to good
- improving the consistency in the teaching of reading to raise attainment in this area
- using assessment information more effectively so that teaching and tasks challenge and extend all pupils, especially the more able.
- Senior leaders and governors should accelerate the implementation of improvement planning and check the impact of action taken on the outcomes for pupils.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils' achievement is satisfactory overall. Most pupils make satisfactory progress from their starting points. National assessments, pupils' work and the observation of lessons show that attainment by the end of Year 2 is below average in reading, writing and mathematics. In lessons seen, pupils did better in mathematics because teaching ensured that tasks were more effectively matched to pupils' abilities and needs. However in some lessons, the more able pupils did not always make the same progress as others because activities and tasks were not always challenging enough for them. Pupils with special educational needs and/or disabilities receive sound support from teaching assistants and make satisfactory gains in their learning.

Pupils show a good understanding of the importance of healthy eating and taking regular exercise. They feel safe at school and know that there is always a trusted adult they can turn to if they have problems or are upset. Pupils make a satisfactory contribution to the school and wider community. They take on additional responsibilities around the school and raise funds for charities. Their knowledge and understanding of different cultures is less well developed. Pupils are adequately prepared for the next stage of their education. They make satisfactory progress in literacy and numeracy. Their personal and social skills are satisfactory. Pupils enjoy their time at school and their attendance levels are broadly average.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teachers share the purpose of the lesson with the class so pupils know what they should learn. Explanations and instructions are clear and informative. Most pupils are attentive and keen but a few can become restless and lack concentration. There are good examples of teachers developing pupils' speaking and listening skills through paired and small group discussion. However, there are missed opportunities for pupil discussion in other lessons. The teaching of letter sounds is not always sufficiently lively and brisk to inspire and maintain all pupils' interest. Furthermore, the activities and approaches are not always sufficiently well matched to pupils' needs. Inconsistencies in the approaches to the teaching of reading are hindering good progress for pupils.

In a good Year 2 mathematics lesson, pupils were organised into groups of similar ability for main activity. Interesting tasks were well matched to pupils' different needs. As a result, pupils were challenged well and their interest was sustained. All groups of pupils made good progress. In other lessons, assessment was not always used well enough to match tasks to the needs of different pupils and their rate of learning slowed. In particular, tasks are not always sufficiently challenging to extend the more able in literacy.

The curriculum promotes satisfactory progress for pupils and makes a sound contribution to their personal development. Recently introduced initiatives such as 'Every child a reader' and 'Every child counts' to raise attainment in literacy and numeracy are well received, but it is too soon to see their impact on pupils' attainment and progress. Pupils enjoy the additional clubs such as art, cookery, drama and information and communication technology. Not all computers are in operation but the school plans to

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increase and improve this provision. A spacious new library is developing with the intention of raising the profile of reading and fostering a greater love of books.

The school provides good support for pupils with emotional needs through its nurture group. There are clear procedures and systems for identifying pupils with learning needs. Vulnerable pupils are well cared and provided for. The curriculum and the school's care systems are successfully promoting healthy lifestyles and safety for pupils.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Leadership and management are promoting satisfactory provision and this is leading to satisfactory outcomes for pupils. The school is in the process of appointing a new deputy headteacher. In the meantime, other senior staff are having good opportunities to carry out senior duties. The headteacher and senior staff are aware that the school's performance is satisfactory. There are clear aspirations and a desire to improve among leaders and staff. Self-evaluation is satisfactory and the headteacher and senior staff have been effective in identifying the school's strengths and the right areas for improvement. Planning and actions are not consistently and effectively implemented to improve provision and raise standards; the staff acknowledge that this is the case.

The recently appointed chair of governors is actively involved in the life of the school. Governors are provided with clear information about the school's performance. This enables them to provide constructive challenge as well as support. The governing body shares the school's vision to improve provision and raise standards and is becoming more involved in the school's work. Statutory requirements are met and there are appropriate procedures to protect and safeguard pupils. Equality is promoted satisfactorily and effective steps are taken to tackle discrimination.

The promotion of community cohesion is satisfactory. The school has a clear understanding of the needs of the community it serves. Pupils' knowledge and understanding of different cultures and ways of life in the wider global world are less well developed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children's attainment on entry is below that expected for their age. Many arrive with low levels of communication, language and literacy. Children make satisfactory progress and by the end of the Reception Year standards are below average in most areas of learning. Leadership and management are well focused on improving the provision for children. Considerable improvements have been made recently to the accommodation. Improvements are being made to assessment and to the range of learning activities provided. These improvements are at an early stage and too recent to have had a full impact on children's attainment and progress. Assessment and provision are satisfactory and improving. Teachers and assistants are effectively establishing daily routines and positive relationships with the children and their parents. Children are responding well and the new intake has settled well. Staff are rightly placing emphasis on developing children's language skills. However, role play areas are limited in scope and are not well linked to the main learning topic. The outdoor learning activities have been extended but again the activities are not always linked to topics. Topics incorporating the six areas of learning are developing.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

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Only 12 percent of parent and carers returned the questionnaires. Those who responded are happy with the care and education provided for their children. Parents and carers are particularly pleased with how much their children enjoy school and the way the school keeps them safe. The inspectors agree with these views. The results of questionnaires indicate that parents and carers feel that teaching is good and that the school is well led. While there are strengths in these areas, the inspection found that leadership and teaching are satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wroughton Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 29 completed questionnaires by the end of the on-site inspection. In total, there are 239 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	79	4	14	2	7	0	0
The school keeps my child safe	22	79	4	14	0	0	2	7
The school informs me about my child's progress	14	50	11	39	2	7	1	4
My child is making enough progress at this school	15	54	12	43	0	0	0	0
The teaching is good at this school	17	61	10	36	1	4	0	0
The school helps me to support my child's learning	16	57	12	43	0	0	0	0
The school helps my child to have a healthy lifestyle	15	54	13	46	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	50	14	50	0	0	0	0
The school meets my child's particular needs	16	57	11	39	1	4	0	0
The school deals effectively with unacceptable behaviour	12	43	12	43	2	7	2	7
The school takes account of my suggestions and concerns	12	43	13	46	1	4	1	4
The school is led and managed effectively	17	61	9	32	2	7	0	0
Overall, I am happy with my child's experience at this school	19	68	8	29	1	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 September 2009

Dear Pupils

Inspection of Wroughton Infant School, Gorleston, NR31 8AH

Thank you so much for welcoming us into your school and showing us your work. We thoroughly enjoyed our visit and would like to tell you what we found. Yours is a satisfactory school.

These are the school's main strengths:

- you really enjoy school
- the children in Reception have settled in well
- a good range of extra things such as clubs and visits is provided
- you have a good understanding of how to keep healthy and fit
- you feel safe and well cared for at school
- your teachers and the other adults take good care of you and provide good support.

We have asked the headteacher and other teachers to make the school better for you by:

- helping more of you to reach high standards
- providing all of you with good teaching in reading so that all the classes make good progress
- making sure work is hard enough, especially for those of you who find learning easy
- checking to see if changes they make are helping your learning and introducing new ideas faster.

You can help by continuing to work hard particularly on your reading. Finally, thank you once again for all your help. We wish you all the very best for the future.

Yours faithfully,

Derek Watts

Lead inspector

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