

# Freeman's Endowed Church of England Junior School

## Inspection report

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<b>Unique reference number</b>	121999
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	395411
<b>Inspection dates</b>	1–2 May 2012
<b>Lead inspector</b>	Andrew Saunders

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

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<b>Type of school</b>	Junior
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	235
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tim Allebone
<b>Headteacher</b>	Janis Zakis
<b>Date of previous school inspection</b>	13 May 2008
<b>School address</b>	Westfield Road Wellingborough NN8 3HD
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<b>Age group</b>	7–11
<b>Inspection date(s)</b>	1–2 May 2012
<b>Inspection number</b>	395411



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## Introduction

Inspection team

Andrew Saunders

Additional Inspector

Damian Booth

Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 20 lessons or parts of lessons taught by nine teachers, including sessions to support pupils with disabilities and those with special educational needs. Observations totalled nine hours. Members of the inspection team met with groups of pupils, teachers and representatives of the governing body, and spoke to parents and carers informally. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection, and looked at the 97 questionnaires completed by parents and carers and returned during the inspection, as well as the questionnaires completed by pupils and staff. Inspectors observed the school's work, and looked at its systems for tracking the attainment and progress of pupils, records of monitoring the quality of teaching and the school's documents for self-evaluation and planning for improvements.

## Information about the school

This is an average-sized school of its type, located in an urban area. The proportion of pupils known to be eligible for free school meals is below average. An average proportion of pupils come from a wide range of minority ethnic heritages, and only a few speak English as an additional language. The proportion of disabled pupils and those with special educational needs is broadly average. Since the last inspection, the structure of the senior leadership team has changed and a new headteacher took up post in September 2010. A breakfast club run by the school was included as part of this inspection. The school meets the current floor targets, which set the government's minimum expectations for attainment and progress. The school has achieved the National Healthy School silver award.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. Attainment is broadly average and progress is satisfactory overall. Although attainment has begun to improve, there is not enough good teaching or challenging work to enable pupils to make consistent progress, particularly in writing and mathematics. These inconsistencies mean that this is not yet a good school. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Having declined since the last inspection, attainment has recently begun to improve in English and mathematics. From their starting points, this represents satisfactory progress for most pupils, although progress is slower in some classes and then accelerates in Year 6. Attainment in reading has been stronger than in writing and mathematics. Together, these results indicate that achievement over time is satisfactory.
- Teaching is never less than satisfactory, and where lessons proceed at a good pace and engage the enthusiasm of pupils, teaching can be good. This does not happen often enough and in too many lessons the tasks do not meet the specific needs of pupils closely enough, the pace of lessons slows and pupils' progress falters. At times, teachers do not make it clear what pupils should be learning that is new.
- Behaviour is satisfactory because, while pupils are polite and cooperative, they are overly reliant on reminders from teachers and on the school's strong procedures, rather than developing their independence in managing their own behaviour. While generally positive, attitudes to learning slip when lessons slow or tasks are too easy. Pupils have a clear grasp of how to stay safe.
- Leadership is satisfactory. The new headteacher and the senior leadership team have addressed some of the key issues and achievement has begun to improve. However, monitoring of teaching has not been sufficiently rigorous to drive

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improvements and strategies to improve teaching are not as determined as they need to be.

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

- Increase the consistency of progress, particularly across the early years of Key Stage 2, in writing and mathematics, within a year, by:
  - giving pupils work that is more closely matched to their specific needs
  - developing the independence of pupils in setting and striving towards ambitious targets.
  
- Increase the proportion of good and outstanding teaching, to the large majority of lessons, by:
  - giving pupils a clear focus for what it is they need to learn that is new, at the start of each lesson
  - ensuring that lessons proceed at a good pace and include a sense of urgency towards achieving pupils' learning targets.
  
- Improve the effectiveness of monitoring of teaching, by:
  - giving teachers more precise feedback and a clear indication of what needs to improve
  - further enhancing the roles and opportunities for senior leaders to lead the development of effective teaching and learning.

## Main report

### Achievement of pupils

From their high levels at the previous inspection, attainment in English and mathematics at the end of Year 6 has declined to be in line with national averages. Strategies to address this are having an impact and attainment is now rising. While progress accelerates in Year 6, earlier progress is inconsistent, particularly in writing and mathematics. Overall, pupils make satisfactory progress from their starting points. Lesson observations confirmed this, where pupils made satisfactory progress in just over half of the sessions seen; progress in the remaining lessons was good. Work in books, as well as the school's own records of teachers' assessment data, confirms the satisfactory but variable progress in writing and mathematics. Reading is a strength of the school and pupils are enthusiastic about a wide range of authors and genres. By the end of Year 6, pupils' attainment in reading is above average. Progress in writing has been slower to improve because pupils are not always clear precisely what they need to do to develop their writing, or how the basic skills they learn relate to the wider opportunities they have to write. Drama is used well to support the development of speaking and listening skills and pupils enjoy these opportunities and discuss their ideas confidently. The use of targets has been variable. In mathematics, strategies have been introduced to improve mental skills,

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and the regular use of opportunities to identify what is the same and different about particular numbers or shapes, for example, helps to promote reasoning and wider thinking skills.

Teachers and teaching assistants work well together, particularly when supporting disabled pupils and those with special educational needs, because their needs are accurately identified and staff are well trained. As a result, these pupils make good progress, particularly in reading and writing. Other groups of pupils, including those who speak English as an additional language, make at least satisfactory progress. Most parents and carers who responded to the questionnaire believe that their children are making good progress. Most pupils agreed although some said that work was occasionally boring or too easy. Inspectors found that progress improves as pupils get older, but that inconsistencies mean they have too much ground to make up for progress to be good.

### **Quality of teaching**

Lesson observations during the inspection and work in pupils' books show that teaching over time is satisfactory. Lessons are thoroughly planned and each starts with a short statement about what the intended learning is. These statements are often too generic and the focus for learning is too broad so that pupils are not clear about what they should be able to do that is new, by the end of the lesson. In the best lessons, teachers work with the pupils to identify the key features that will show they have achieved the intended outcomes. Teachers use good questioning techniques to help pupils explain their thinking, and have good subject knowledge which lends confidence to their delivery. However, teachers spend too long explaining what pupils need to do which limits the amount of time pupils have to undertake the tasks. Teachers keep thorough records about pupils' performance, which are now updated more frequently. This informs planning but is not as effective as it might be because pupils are too often expected to do the same tasks, whatever their ability. As a result, work in these lessons is too easy for some pupils, but too challenging for others. Where teaching assistants support groups of pupils, including disabled pupils and those with special educational needs, tasks are more accurately matched to needs. Similarly, a group of more able Year 6 pupils particularly enjoyed a highly challenging exercise calculating areas.

Teachers plan trips and visitors that provide pupils with interesting opportunities to develop their ideas and extend their views of the world around them. For example, Year 4 pupils were highly motivated by a local walk exploring the issue of litter. Assemblies make a positive contribution to the spiritual, moral, social and cultural development of pupils. Pupils have some opportunities to evaluate their own and each others' work and enjoy giving each other feedback, with 'two stars and a wish', showing what they have done well and what they could do even better. Teachers use a range of information to set targets for pupils although this is more effective in English than in mathematics and targets are not always specific enough for individual's needs. In the best examples, marking of books shows pupils their next steps in learning and they respond to this. This is not consistent and, therefore, not

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as effective as it could be towards reinforcing pupils' progress. Most parents and carers expressed positive views about teaching overall. Evidence seen during the inspection indicates that while there is some good teaching, there are inconsistencies which constrain pupils' achievement.

### **Behaviour and safety of pupils**

Behaviour is satisfactory because pupils are almost always polite and well behaved, but this is closely managed by the adults and so pupils lack opportunities to develop self-discipline. During the majority of lessons, pupils remain cooperative and are keen to please, getting on with their work with good focus. However, when teachers spend too long talking or when the work they are given is too easy, some pupils quickly lose their concentration and become distracted; occasionally, low level disruption demonstrates inconsistent attitudes to learning. The agreed approaches to managing behaviour are applied consistently and when adults remind them of what they are supposed to be doing, pupils readily respond, but they are reliant on this and show limited capacity to sustain their focus for themselves. A very few pupils with identified behavioural, emotional and social difficulties are well supported by the school's strategies to improve behaviour; they try hard to respond to this and there is evidence of improvements over time. A minority of parents and carers expressed concerns about behaviour, particularly in lessons. Inspectors found that there have been a very few incidents recorded, but that these are not typical and that the school has dealt with these appropriately. Pupils themselves are understanding of those who find it more difficult to remain within the expectations of the school.

Pupils are well aware of different forms of bullying, including physical and cyber-bullying, and say that any instances are rare. They know what to do if it does occur and say that it is addressed effectively as soon as they report it to adults in the school. They are well aware of what they can do to help keep themselves safe, for example when they use internet resources. Attendance is above average because pupils like being at school and are particularly keen on the many clubs and activities available. The breakfast club provides those who attend a positive, healthy start to the day.

### **Leadership and management**

Since taking up post, the headteacher and his senior leaders have identified some of the key issues facing the school. Strategies to tackle the previous decline in attainment are making an impact and this is now becoming evident in the data. Monitoring of teaching and data analysis are not always incisive enough to identify the effectiveness of chosen strategies, such as the school's approach to improving writing. Professional development is beginning to include opportunities to share best practice through observing colleagues teaching, although there has been less awareness of developments in teaching more widely. The curriculum ensures that pupils get a broad and balanced experience of learning; topics that pupils study are engaging. Trips and visits are very popular with pupils and widen their experience of the world. The curriculum is satisfactory.

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Governance is satisfactory. Members of the governing body increasingly seek to deepen their understanding of what the data indicate about the performance of groups of pupils, and provide appropriate challenge alongside their experience and support. Together with leaders at all levels, members ensure that procedures and arrangements to keep pupils safe meet requirements. Leaders and managers at all levels take seriously their responsibility to promote equality and are increasingly effective in tracking the performance of pupils from different ethnic heritages or with different abilities so that gaps in performance are being addressed. They ensure that any discrimination is tackled. Pupils with physical disabilities and those with special educational needs are helped to participate in all aspects of school life. The emphasis on promoting opportunities for personal reflection, alongside performances, the arts and interaction with pupils from other schools mean that provision for pupils' spiritual, moral, social and cultural development are given appropriate priority. Having addressed the decline in attainment, senior leaders and members of the governing body have demonstrated a satisfactory capacity to bring about further school improvement.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



3 May 2012

Dear Pupils

**Inspection of Freeman's Endowed Church of England Junior School,  
Wellingborough, NN8 3HD**

We enjoyed talking to you and looking at the work you were doing when we visited your school. You are very polite and usually kind to one another. You told us you like being at school and we could see this from your attendance which is above average. Many of you also told us that the teachers do their best to make learning fun and you particularly like it when they give you practical things to do. We have judged that yours is a satisfactory school.

For a while, your results in tests at the end of Year 6 were not been as good as they had been, but this has improved. In English and mathematics, your results are similar to other pupils your age. However, the progress you make from when you start at the school is not always consistent, because the teachers are not always clear enough what you need to learn in each lesson. In some lessons, the work you are given is not hard enough for you, or is too hard.

The headteacher and other adults want to keep improving the school. We have asked them to:

- make sure you make good progress in all the classes, especially in writing and mathematics, by giving you a clear idea of what you need to do, and more chances to work without too much help.
- improve the teaching so you always know what you are supposed to achieve in each lesson and that you can work quickly.
- make sure that the leaders are able to tell the teachers exactly what they should improve about teaching and your learning.

You can help by doing as much of your work as possible by yourself, and not relying on the teachers to remind you to keep focused on what you should be doing. We hope you will continue to enjoy your learning and wish you well for the future.

Yours sincerely

Andrew Saunders  
Lead inspector

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