

# Freehold Community Junior, Infant and Nursery School

Sidmouth St, Oldham, OL9 7RG

## Inspection dates

14–15 November 2012

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Too few pupils make consistently good progress in Key Stages 1 and 2 or reach standards above those expected for age.
- Teaching is not consistently good. Tasks are sometimes too easy for pupils, especially those who learn quickly. Some pupils do not learn as well as they could because they do not have enough time to work independently on their tasks.
- Some pupils are taken out of class for one-to-one support and miss important parts of English and mathematics lessons. Staff do not consistently share planning for these pupils to ensure that the work is pitched at the right level for them.
- Teachers' marking does not always provide useful advice to help pupils improve their work or guide them through the next steps in their learning.
- The checks on teachers' performance by leaders and governors are not fully effective in resolving weaknesses.
- Different ways of recording and analysing pupils' progress cause some duplication of work and are time consuming. The fact that this information is not readily available is one reason why progress has not improved quickly enough.
- The expertise of subject and middle leaders is not used to best advantage to improve the school quickly. They do not have enough opportunities to work in classes or to check if the introduction of new ways of working is improving pupils' progress.

### The school has the following strengths

- Children make good progress in the Nursery and Reception classes.
- Senior leaders have succeeded in improving progress in the Early Years Foundation Stage and in raising attendance across school. They have an accurate overview of what needs to be done next in order to improve pupils' achievement and make teaching better.
- Behaviour is good. Pupils are polite, have good manners and try hard.
- Pupils' personal development and relationships are good. Parents confirm that their children are safe and happy at school.
- The curriculum is rich in creative activities and additional experiences, such as visits, that enrich pupils' learning successfully.

## Information about this inspection

- Inspectors observed teaching and learning in 18 lessons, one of which was observed jointly with the headteacher.
- Meetings were held with a group of pupils, members of the governing body, a representative from the local authority, the learning mentor, managers and staff.
- Inspectors observed the school's work and looked at a range of evidence, including the school's documents for gaining an accurate view of its performance, safeguarding and improvement planning. They studied standards in reading and systems used to monitor pupils' progress.
- Inspectors looked at pupils' English and mathematics books and some of this work was carried out jointly with senior leaders.
- The five responses to the online questionnaire (Parent View) were considered, along with the school's own analysis of a recent survey sent to parents. The inspectors spoke informally to parents at the start of the school day. Staff questionnaires were also checked.

## Inspection team

Lynne Read, Lead inspector

Additional inspector

Geoffrey Lawrence

Additional inspector

Jonathan Woodyat

Additional inspector

## Full report

### Information about this school

- This is a larger than average sized primary school.
- The proportion of pupils supported at school action is above average, as is the proportion of pupils supported through school action plus or with a statement of special educational needs.
- The proportion of pupils that are known to be eligible for the pupil premium is above average.
- Pupils come from a wide range of backgrounds; the very large majority having Pakistani or Bangladeshi heritage.
- Almost 95% of pupils are learning English as an additional language.
- The school buildings have been extended and the school has increased in size to two-form entry in a relatively short period of time. There has been a significant change in staffing since the previous inspection.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.

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

- Improve teaching so that it is consistently good or better by making sure that:
  - the more-able pupils always have harder work to stretch them and to help more of them to attain standards above those expected for their age
  - all lessons have a good amount of time for pupils to work independently and complete their tasks
  - those pupils who have one-to-one support to boost their attainment do not miss important parts of English and mathematics lessons
  - adults plan work together to make sure that pupils who spend time out of the classroom have tasks that help them to make good progress
  - teachers' marking provides clear advice for pupils so they know how to make their work better.
- Improve achievement in Key Stages 1 and 2 by increasing the proportion of pupils making at least good progress and the proportion of those reaching standards above those expected for their age in English and mathematics.
- Improve leadership and management by:
  - developing an efficient system for recording pupils' progress so that all leaders, including governors, are more readily able to check on the progress made by different groups of pupils, and to act swiftly where a need arises
  - enabling middle and subject leaders to routinely check the quality of teaching and learning in classes, use their expertise to support colleagues, and to make sure that the introduction of new ways of teaching are making the intended improvement to pupils' overall achievement.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children enter the Nursery class with a range of skills that are well below those usually seen. The very large majority are at the early stages of learning English as an additional language. They make good progress through the Early Years Foundation Stage and their skills are just below expected levels by the time they enter Year 1. Progress has been improving for this age group over the last three years.
- Progress through Key Stage 1 requires improvement. Too few pupils attain standards higher than those expected for their age by the end of Year 2. Attainment is below average overall, although the proportion of pupils achieving the expected skills in phonics (letters and the sounds they make) by the end of Year 1 is close to the national average.
- Progress through Key Stage 2 is variable and not consistently good. Over recent years, there have been some improvements in attainment by Year 6 but these have not been fully sustained; overall it is below average. Pupils generally make the expected progress but too few make the accelerated progress needed to achieve better than that.
- By Year 6 pupils read a variety of material but some still have difficulty reading harder texts and learning new vocabulary.
- Disabled pupils and those who have special educational needs have effective support throughout school so they make the expected progress and meet the targets set for them. However, those pupils with below average ability who receive one-to-one help outside the classroom sometimes miss important parts of lessons in English and mathematics.
- The very large majority of pupils benefit from a strong focus on oral skills and are fluent in spoken English by the time they leave.
- The progress of those who are supported by the pupil premium is improving and, in Years 2 and 6, the attainment of this group is close to that of pupils who have no additional funding.

### The quality of teaching

### requires improvement

- In Key Stages 1 and 2 teaching requires improvement overall, as it is not consistently good. Where teaching is less effective, it is because:
  - more-able pupils do not always have work that stretches them
  - pupils spend too much time listening to the teacher in a whole-class group and do not have enough time for independent work and to finish tasks
  - some pupils who are not attaining the expected level for their age have one-to-one support out of the classroom and sometimes miss vital parts of new learning. Teaching assistants and class teachers do not always share what is to be done for these pupils to make sure that tasks help them to make the best possible progress
  - teachers' marking does not always provide useful advice to help pupils improve their work.
- Teaching is good in the Early Years Foundation Stage and some is outstanding. Adults interact well with children and are especially competent in helping to develop children's speech and language, as well as social skills.
- A good range of activities and resources are provided in Early Years Foundation Stage, both inside and out, so children can practise and consolidate what they learn. Themes are carefully planned around children's interests. During the inspection children acted out the story of the Gingerbread Man, worked together to make 'chocolate dough' and drew signs for their 'baker's shop'.
- Across school, the good features of teaching include good relationships and well founded behaviour management so lessons run smoothly.
- Where class teachers and teaching assistants work closely together when planning work, groups are supported well. For example, one group of more-able pupils learned quickly because they had extra challenge in their number work.

**The behaviour and safety of pupils are good**

- Attendance has improved and is high.
- Pupils understand, respect and know how they are expected to behave. This results in a calm, productive atmosphere for learning and allows lessons to proceed without interruption.
- Pupils are keen to learn and collaborate well. For example, working with a partner helps them to work out answers and they enjoy solving problems together.
- Throughout the school, pupils generally concentrate well. Sometimes, however, where whole-class introductions do not interest everyone, or are too lengthy, pupils' attention wanders and they become bored.
- Pupils benefit from anti-bullying projects and lessons on personal development. As a result, they have a sound understanding of different types of bullying and know how to keep themselves safe. They are confident that adults deal swiftly with any worries they report and say there is no bullying.
- An analysis of the school's parental survey, discussions with parents and the results of the on-line Parent View confirm that the vast majority feel that the school makes sure pupils are well behaved and that their children feel safe.
- There are various opportunities for pupils to take responsibility. For example, school councillors ensure that pupils' opinions are considered when the school's leaders make decisions about the school.

**The leadership and management requires improvement**

- The headteacher, supported well by the senior leaders, provides clear direction for the school. Staff, managers and governors are focused on providing the best opportunities for all pupils and are keen to improve the school.
- A wide range of actions have been taken, and new strategies introduced, to help pupils overcome difficulties in their learning. Practical sessions for mathematics and one-to-one support have been introduced, but these initiatives are not evaluated rigorously enough to check their overall impact on learning nor to pick up any gaps in new learning for those pupils who are taken out of class for one-to-one tuition.
- Checks on pupils' learning provides a clear overview of their attainment term on term. However, two different systems are in use and progress has to be calculated manually. This makes it difficult for teachers and leaders to constantly check the progress of classes and groups of pupils. Consequently, pupils' potential underachievement is not always spotted quickly enough.
- Middle and subject leaders are knowledgeable and have a good range of experience. However, their leadership role has not been developed sufficiently in checking the quality of teaching, using their expertise to support colleagues in school, and making sure that new ways of teaching are making the intended impact on learning.
- The quality of teaching is checked on but the actions taken to improve teaching that requires improvement have not always met with success. However, where weaknesses have been identified these have been reflected in the training provided for staff and in teachers' pay. This is now beginning to raise the quality of teaching and improve the achievement of some pupils. On the positive side, the leaders have been successful in developing good provision and progress in the Early Years Foundation Stage, and improving attendance. This demonstrates the school's ability to carry on making improvements.
- This school is successful in reaching out to parents and in encouraging them to be partners in supporting their children's education.
- The school has been supported on a 'light touch' basis by the local authority and staff have made effective use of advice provided, for example, in boosting children's language skills in the Nursery and Reception classes.
- The pupil premium funding is targeted to overcome disadvantage and this is successful in

creating an equal opportunity to achieve. For example, the cost of visits to extend pupils' knowledge in subjects such as geography or history is often subsidised.

■ Safeguarding meets statutory requirements.

■ **The governance of the school:**

- Members of the governing body provide informed support for leaders and managers and are ambitious for the school's future. They gather much information during their governor monitoring days and are keen to develop their work further in judging the school's performance. Their role in checking on improvements, especially to pupils' progress and attainment, is developing and members are undergoing suitable training to equip themselves with the skills required. They check how pupil premium funding is spent and are aware of its impact by the end of the key stages.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	105630
<b>Local authority</b>	Oldham
<b>Inspection number</b>	395454

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	401
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steven Critchlow
<b>Headteacher</b>	Mrs Joyce Willetts
<b>Date of previous school inspection</b>	23 January 2008
<b>Telephone number</b>	0161 770 5725
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