

Inspection of a good school: Freemans Endowed Church of England Junior Academy

Westfield Road, Wellingborough, Northamptonshire NN8 3HD

Inspection dates: 3 and 4 July 2023

Outcome

Freemans Endowed Church of England Junior Academy continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

This is a warm, friendly and happy school. Pupils, staff and parents/carers agree. One pupil shared that he thought pupils were 'lucky to come to the school'. It is clear to see that pupils love learning. Pupils want to do well. They respond to teachers' high expectations.

Pupils' behaviour across the school is calm and sensible. At social times, they enjoy many activities and play happily together. Pupils have trusting relationships with staff. They say that they feel safe. Leaders and staff help pupils to resolve any problems they may have. Pupils say that bullying is rare. They trust that adults would stop any unkind behaviour straight away.

Pupils enjoy taking on responsibilities, such as becoming eco-leaders, online leaders and head girl or boy. The school council leads charity fundraising events. Pupils value equalities. As one child said, 'Acceptance is one of our school values; it links to the British value of tolerance and should be a world value.'

Parents value the aspirational culture of the school. One parent's comment summed up the feelings of many, saying, 'The school is fantastic. All the staff have given my child an excellent and positive start to their educational journey.'

What does the school do well and what does it need to do better?

Leaders have developed an ambitious curriculum that helps to build pupils' knowledge and skills in a logical way. Leaders sequence the most important knowledge and

vocabulary that they want pupils to know and remember in all subjects. Subject leaders have strong expertise and work effectively as a team. The curriculum has been designed to match the local context of the school. For example, in history, subject leaders developed an impressive block of lessons related to the local shoe industry.

Leaders check that the planned curriculum is being taught well. Staff access regular training to keep their subject-specific knowledge up to date. They work well with other colleagues, including those from other schools in the trust, to share ideas and expertise. Teachers know their pupils well. They provide regular opportunities for pupils to recall prior learning through carefully planned assessments.

Leaders promote a love of reading across the school. Pupils enjoy reading and listening to a wide range of stories read to them by their teachers. Staff quickly identify any pupils who need support with reading. These pupils receive the help they need to catch up quickly and become fluent readers.

Mathematics is a strength of the school. Leaders have ensured that there is a consistent approach to how mathematics is taught. Teachers pick up on any misunderstandings straight away. Pupils develop as confident learners who know and remember more in mathematics.

Leaders quickly identify any pupils with special educational needs and/or disabilities (SEND). They communicate regularly with parents. Teachers break down activities into small steps to help pupils with SEND access the curriculum. Teaching assistants support these pupils in the classrooms so that they can learn alongside their peers.

Teachers are very skilled in their delivery of the curriculum. They have secure subject knowledge. All pupils show a real interest and curiosity in their learning. Teachers have encouraged pupils to be inquisitive and 'hungry' to find out more.

Pupils are motivated and behave well in class. Their positive attitudes and respect for each other mean that everyone can learn without distraction.

Leaders provide many activities beyond the classroom that support pupils' personal development. These opportunities include visitors to the school and trips and residential. Pupils enjoy activities that encourage a healthy lifestyle. These include sporting events and after-school clubs. Pupils have a deep understanding of fundamental British values such as democracy. As a result, pupils are tolerant and respectful of each other and celebrate the fact that everyone is different. They are very knowledgeable about those who follow different faiths.

Those responsible for governance are well informed about the school's priorities. Effective systems are in place to hold leaders to account. Staff are overwhelmingly positive about leaders' consideration for their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders take their safeguarding duties seriously. They are diligent in their processes and procedures. All staff receive appropriate training to safeguard pupils' welfare. Staff know how to spot signs and report any concerns, however small, to leaders. Leaders work with different external agencies to get the right help for pupils and their families.

Leaders and those responsible for governance ensure that appropriate checks are in place for the safe recruitment of staff. Pupils have named trusted adults to whom they can report any worries. Pupils learn how to keep themselves safe, including online. The curriculum includes sensitively designed lessons to teach pupils about safeguarding.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in February 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	139461
Local authority	North Northamptonshire
Inspection number	10227262
Type of school	Junior Academy
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	239
Appropriate authority	Board of trustees
Chair of trust	Margaret Holman
Headteacher	Fiona Hull
Website	http://www.freemansendowed.org
Date of previous inspection	February 2017

Information about this school

- Freemans Endowed Church of England Junior Academy is part of the Peterborough Diocese Education Trust.
- The school does not make use of any alternative provision.

Information about this inspection

The inspector carried out this ungraded inspection under section 8 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, deputy headteacher, teaching and learning leader, the special educational needs and disabilities coordinator, staff and pupils. The lead inspector met with the chair of the local governing body and representatives from the multi-academy trust.

- The inspector carried out deep dives in these subjects: reading, mathematics, and history. For each deep dive, the inspector met with subject leaders to discuss the curriculum, had discussions with staff and pupils, visited lessons and looked at samples of pupils' work. The inspector observed some pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspector spoke with staff and pupils and met with the designated safeguarding lead to examine records and actions. This included sampling a range of safeguarding documentation. The inspector reviewed checks on the safer recruitment of adults.
- The views of staff, pupils and parents were gathered through discussions and Ofsted's online surveys.

Inspection team

Ryan Brown, lead inspector

Ofsted Inspector

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