



Featherstone North Featherstone Junior and Infant School

Inspection Report

Unique Reference Number 108206
LEA Wakefield
Inspection number 277924
Inspection dates 20 February 2006 to 21 February 2006
Reporting inspector Mr Robert Robinson CfBT Lead Inspector

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

Type of school	Primary	School address	Gordon Street
School category	Community		Featherstone
Age range of pupils	3 to 11		Pontefract, West
			Yorkshire WF7 6LW
Gender of pupils	Mixed	Telephone number	01977 723 546
Number on roll	274	Fax number	01977 722 685
Appropriate authority	The governing body	Chair of governors	Mr Mark Garland - Jones
Date of previous inspection	20 June 2000	Headteacher	Mr Colin Jackson

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a larger than average-sized primary school. Almost all children are of white, British heritage, although a few children are at an early stage of learning English as an additional language. The socio-economic circumstances of the area are average as is attainment on entry to the Foundation Stage unit. The proportion of pupils with learning difficulties is below average and four pupils have statements to provide for their special educational needs.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school effectiveness is good which agrees with the school's view. The leadership and management are good. The headteacher, deputy headteacher and governors lead the school well. Improvement since the last inspection is good. The school has good capacity to improve further and it provides good value for money.

Standards by the end of Years 2 and 6 are above average. Pupils achieve well because the quality of teaching is good and the curriculum meets the needs of all pupils well. Provision in the Foundation Stage is good. Pupils' personal development is good. Pupils' behaviour is outstanding. Attendance rates are about average. Pupils enjoy school and respond well to the supportive care they receive. The school has a clear understanding of its strengths and areas for improvement. It has, rightly, identified the need to continue to raise standards in writing to match those in reading as well as to provide more opportunities for middle managers to monitor the quality of learning and to spread good practice. Parents are appreciative of the education provided for their children. For example, a parent commented 'My child has benefited greatly from attending this school and I have nothing but praise and admiration for the whole teaching staff'.

What the school should do to improve further

The school knows what needs to be done. In particular, it should focus on:

- raising standards in writing by improving the consistency of marking and target setting for pupils so that they have a clearer view of how they can improve
- extending the roles of middle managers to include more accountability for monitoring and improving standards and the quality of provision in their areas of responsibility.

Achievement and standards

Grade: 2

Pupils achieve well and reach above average standards by the end of Year 6. Children in the Foundation Stage unit make good progress relative to their average starting point and most achieve expected standards in all their areas of learning by the time they enter Year 1. In Years 1 and 2 pupils build well on their prior attainment and make good progress. Standards by the end of Year 2 have been above average since the last inspection. Standards in writing, although above average, are lower than those in reading as is the national picture. During the past three years overall standards have been consistently above average at the end of Year 6. In the 2005 national tests, pupils' standards were the highest recorded since the last inspection. In Years 3 to 6, good teaching assisted by pupils' good attitudes to learning and outstanding behaviour helps pupils to continue to make good progress.

The very few pupils learning English as an additional language and pupils with learning difficulties make good progress because of the effective help they receive from staff.

The school exceeded its demanding targets in English and mathematics for pupils to reach the level expected of their age and the higher level by the end of Year 6 in 2005. In writing, standards were higher than the local authority average, although fewer pupils than the school expected achieved the higher level. Indications are that the school will be hard pressed this year to achieve its target for the higher level in writing.

Personal development and well-being

Grade: 2

Pupils' personal development, including spiritual, moral, social and cultural development is good. Pupils gain good social skills and good understanding of moral issues. The emphasis on positive attitudes helps pupils develop responsibility for themselves, others and their surroundings. The school provides an environment in which pupils feel safe, happy and respected: parents view this very positively. Pupils have very upbeat views about their education. They are enthusiastic when talking about the school. Pupils respond well to opportunities to participate in the running of the school. By involvement in the school council, they develop a good awareness of the school community, and the local community and of the contribution they can make to both. Pupils engage eagerly in the extensive extra-curricular programme, particularly in the wide variety of clubs. Pupils know and follow safe practices well, such as, the safe use of the Internet and taking responsibility for their own physical well-being. Attendance has improved and is now about average. The considerable emphasis placed on moral and social aspects of pupils' education leads to their growing understanding of justice and self-respect. These aspects are taught well and have had a considerable impact on pupils' good attitudes and outstanding behaviour.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good and this leads to pupils making good progress in their learning. This matches the school's view. Where lessons are good or better, teaching is well organised and provides a good range of activities to interest pupils. Staffing is used well to assist all groups of pupils. Good questioning and explanations help children to understand and to have good attitudes to learning. Pupils work hard and their behaviour is exemplary because of staff's high expectations. Relationships between staff and pupils are very positive. Basic skills are developed well because lessons are planned well to interest pupils. The pace of learning is brisk and fun is an important element of learning. For example, in a very well prepared literacy lesson rapid questioning and humour engaged pupils' interest in learning which was quickly followed by well chosen challenging tasks to develop narrative writing, such as writing about 'my dad shaving'. In otherwise satisfactory lessons, resources, such as the interactive whiteboard, are not used well enough to hurry learning. The pace of teaching is too slow at times. Questioning towards the end of lesson is not linked sufficiently to what they were intended to learn.

The marking of children's work is satisfactory though inconsistent. Individual targets are set though the marking of work rarely links to these. Teachers celebrate pupils' successes. However, information to tell children how they might improve is variable.

Curriculum and other activities

Grade: 2

The curriculum is good with some outstanding features. It meets the needs of all pupils well. Good provision for literacy, numeracy and information and communication technology enable learners to become confident in the basic skills which they apply well in other subjects. The Foundation Stage curriculum is good and provides interesting activities in all areas of learning. A strong feature is the extensive range of after-school clubs, including sports and the arts. The art club produces outstanding work which has been recognised nationally. A variety of special weeks and days including art and sport enrich learning. For example, the Australian Art week included work on Aboriginal art. Regular theme days centre on different countries, such as a Greek food day and an Italian day. The school actively promotes creative subjects within the curriculum as a vital tool for developing the self esteem of all pupils. Personal social, health and citizenship education is very well integrated into the curriculum.

Care, guidance and support

Grade: 2

The care guidance and support of pupils are good. The school values highly all of its community. Child protection requirements and health and safety procedures are thorough. Risk assessments are carried out effectively. Pupils feel secure because of the very good relationships with staff which enable them to make good progress in their learning. The system for monitoring and tracking pupils' academic and personal progress is effective. Pupils are well prepared for the next stage of their learning. Pupils with learning difficulties are supported well by staff and outside agencies, as are those pupils learning English as an additional language. Parents praise the support that their children receive, and are particularly warm in their praise of the happy and caring ethos of the school. As one parent put it 'the teaching team offers my child a supportive learning environment and shows true dedication to his education'.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher supported ably by the deputy headteacher and governors provide purposeful leadership. The recently established leadership team has benefited from good training as part of the Primary Consultant Leader Programme. The middle management is satisfactory and has been identified by the school as an area for development. The school has a good understanding of its strengths and what needs to be improved. Identified planned initiatives are carefully linked to enhancing pupils' achievement.

The headteacher has a very clear vision for the future direction of the school. Together with other senior members of staff, he is focused on raising standards, and the personal development and well-being of all pupils. The inclusion of all pupils and an emphasis on developing their self esteem is central to the school's vision. Systems to track pupil attainment in literacy and numeracy are effective and are presently being upgraded to be an even more rigorous tool to assist staff to improve standards further. Parental views are actively sought and, when appropriate acted upon. They are encouraged to work alongside staff to benefit pupils' learning.

Governors fulfil their roles and responsibilities well and ensure that all statutory requirements are met. They use their expertise well to assist in the smooth and efficient running of the school, for example, taking responsibility for health and safety checks and financial planning. Governors challenge and support the leadership effectively. The good leadership and management have ensured consistently above average standards over recent years. There is good capacity to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and being so polite and friendly. We enjoyed our visit and we want to share with you what we thought about your school.

What we liked most about your school

- We are pleased that you behave extremely well and work hard in lessons and all get on so well together.
- We are glad that you are taught well so that you make good progress in your learning.
- The headteacher, staff and governors look after you well and know how to make your school better.

What we have asked your school to do now

- We want you to work with teachers to improve standards in writing.
- We have asked your teachers to spend time working together to make teaching even better so that learning will be more enjoyable for you.

We appreciated talking to you about your work and watching you learn, we wish you well for the future.