



# Raunds Park Infant School

## Inspection Report

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**Unique Reference Number** 121852  
**LEA** Northamptonshire  
**Inspection number** 281115  
**Inspection dates** 1 March 2006 to 1 March 2006  
**Reporting inspector** Mike Capper AI

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

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|------------------------------------|--------------------|---------------------------|---|
| <b>Type of school</b>              | Infant             | <b>School address</b>     | Park Street                                 |
| <b>School category</b>             | Community          |                           | Raunds                                      |
| <b>Age range of pupils</b>         | 4 to 7             |                           | Wellingborough,<br>Northamptonshire NN9 6NB |
| <b>Gender of pupils</b>            | Mixed              | <b>Telephone number</b>   | 01933 622415                                |
| <b>Number on roll</b>              | 137                | <b>Fax number</b>         | 01933 625879                                |
| <b>Appropriate authority</b>       | The governing body | <b>Chair of governors</b> | Mrs Susan Bishop                            |
| <b>Date of previous inspection</b> | 29 November 1999   | <b>Headteacher</b>        | Mrs Julia Bowles                            |

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|----------------------------|---|------------------------------------|
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This small infant school is located in the town of Raunds in east Northamptonshire. The number of pupils with learning difficulties or disabilities is broadly average. Most pupils are from White British backgrounds and there are none in the early stages of learning English. Pupils' attainment on entry to the Reception Year is slightly below average overall. There are five classes; two mixed-age classes for the Reception Year, including some Year 1 pupils, and single-age classes for the rest of the Year 1 pupils and all Year 2 pupils.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school that provides sound value for money. Pupils' achievement is satisfactory. Standards are rising, but pupils' progress is not even across the school. The quality of provision in the Reception Year is good. Good teaching helps these pupils to make good progress and to reach nationally expected levels by the end of the Reception Year. The small number of Year 1 pupils taught in the same class as Reception Year pupils also make good progress.

In the single-age Year 1 and 2 classes, where teaching is satisfactory, pupils make satisfactory progress. By the end of Year 2, standards are broadly average overall, although they are consistently lower in writing than in reading and mathematics. Teaching is not always challenging enough and there are occasions, particularly in Year 1, when pupils' behaviour is not managed effectively, slowing the pace of learning. Pupils enjoy the many interesting activities that the school provides outside lessons. The school has good links with the local community.

Leadership and management are satisfactory. Senior managers have a realistic view of how well the school is doing, and their evaluation of its overall effectiveness matches that of the inspectors. The headteacher and governors have an accurate understanding of what needs improving and there have been many good recent developments, especially in the Reception Year. However, the pace at which teaching is improving in Years 1 and 2 is too slow, and planning for school improvement does not identify clearly enough the main priorities, making it difficult to monitor progress. Nevertheless, there is a strong commitment to raising standards. The school has made steady progress since the last inspection, and has the capacity to improve further.

### What the school should do to improve further

- Improve the quality of teaching in Years 1 and 2, by ensuring that work consistently meets the needs of all pupils.
- Ensure behaviour is managed more effectively, especially in the Year 1 class.
- Raise standards in writing by giving pupils, particularly the more able, greater opportunity to write independently.
- Improve the quality of school improvement planning and the rigour of monitoring and support offered by senior managers and governors so that weaknesses are dealt with more quickly.

## Achievement and standards

### Grade: 3

Pupils' achievement and standards are satisfactory, although progress is not consistent across the school. Pupils make good progress from their starting points in the Reception Year, with good teaching and an exciting curriculum having a good effect on learning. By the end of the Reception Year, standards are broadly in line with nationally expected levels, with especially good progress being made in personal, social and emotional development.

The small number of Year 1 pupils who are taught with Reception Year pupils also make good progress. However, the progress of other pupils in Year 1 and in Year 2 is more patchy, and although satisfactory overall, there are occasions when it is slower than it should be because of weaknesses in teaching. The school sets realistic targets for pupils' achievement. This data shows that pupils do not always make enough progress in Year 1, although the gap is generally made up again in Year 2. By the end of Year 2, standards are broadly average overall. National test results rose in 2005, and in mathematics were above average. However, in writing, too few pupils reached the higher Level 3. There are not enough opportunities for more able pupils to write independently, and this hinders achievement.

There are no significant differences between the achievement of different groups of learners, and those with learning difficulties or disabilities make sound progress.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development is satisfactory. In the Reception classes, pupils settle quickly into school and are positive about their work and new friendships. However, whilst older pupils generally work hard, some are less enthusiastic about learning. In Year 1 especially, pupils in the single-age class find it difficult to work quietly and to remain focused on learning. Attendance levels are broadly average.

Pupils' spiritual, moral, social and cultural development is satisfactory. This underpins their satisfactory behaviour. Although most pupils respond well to the staff's expectations of sensible behaviour, a few do not. Consequently there have been a number of recent exclusions. Pupils with emotional and behavioural difficulties receive extra support to help them cope in school, but occasionally their disruptive behaviour affects others' learning. Pupils make a positive contribution to the community, taking part in a good number of activities, such as the centenary celebrations of the 'Raunds 1905 March'.

Pupils are keen to take on responsibilities. They contribute effectively to the running of the school through the well-organised school council and the COPPS (children on playground patrol) initiative. They have a good understanding of the importance of healthy lifestyles and they know how to stay safe. Pupils are making sound progress in developing skills that will equip them to meet life's challenges.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory. Although there is some good teaching, the quality is uneven and consequently, there are variations in how well pupils learn across the school. Teaching is consistently good in the mixed-age Reception and Year 1 classes. Here teachers have good expectations of what pupils should achieve and they make learning fun. Pupils are expected to work independently and their behaviour is managed well.

This has a particularly good effect on the rate at which pupils build their personal and social skills. Consequently, there is a noticeable difference between the attitudes and behaviour of Year 1 pupils in the mixed-age classes and those in the single-age Year 1 class.

Teaching is satisfactory overall for pupils in Year 1 and 2. However, teaching is not always challenging and does not always build well enough on what pupils already know and can do. As a result, work does not always meet pupils' needs, slowing the pace at which they learn new skills. In an inadequate lesson in Year 1, pupils' behaviour was not managed well and this adversely affected the quality of learning and hindered progress in developing writing skills.

Throughout the school, teachers make good use of interactive whiteboards to explain new concepts. Teachers make learning purposeful by talking to pupils about why they are doing something. Teaching assistants make a good contribution to learning when working with pupils with learning difficulties or disabilities.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. There are strengths in the curriculum in the Reception classes, where an interesting range of activities successfully challenges pupils of all abilities. In Years 1 and 2, although work is planned in line with national guidelines, pupils have insufficient opportunity to take responsibility for their learning or to work independently, especially in writing. This holds back the pace at which skills can improve. There is a sound personal, health and social education programme, which helps pupils to learn about staying healthy and safe.

A range of interesting projects outside lessons aids creativity and brings learning alive for pupils. Links with other local schools and colleges have a positive effect on learning, for example by significantly extending the range of activities offered to pupils in physical education. There are several out-of-school clubs, which are enjoyed by pupils. Pupils' learning is further enlivened by good links with the community and visits and visitors.

## **Care, guidance and support**

### **Grade: 3**

Satisfactory care, guidance and support for learners underpin their sound achievement. There are considerable strengths in the provision for the youngest children, who are supported well in a friendly and caring environment. Their progress is checked carefully and they are given clear guidance about what they need to do to improve in all aspects of their academic and personal development. Members of staff in Years 1 and 2 know their pupils well and have begun to set individual academic targets for pupils. However, a few older pupils told inspectors that they do not feel well supported and they feel uncomfortable about approaching some members of staff if they have a worry.

There are good arrangements to make sure that pupils are kept healthy and safe. Members of staff are well trained in child protection procedures. Provision for pupils

with learning difficulties or disabilities is satisfactory, but parents and their children are not yet sufficiently involved in reviewing individual education plans.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher has a good understanding of the school's strengths and weaknesses, based on thorough systems for evaluating how well the school is doing. However, the school rightly recognises that more needs to be done to ensure that all pupils achieve as well as they can. Senior managers understand that whilst teaching is satisfactory, it is not yet good enough. Although much support has been offered over the last two years and this has resulted in some improvements, this has not yet been sufficient to iron out all of the inconsistencies in teaching. Nevertheless, there is a strong commitment to raising attainment.

Governors ensure that funds are used wisely. The school has sensibly spent some of its budget on giving additional support to pupils with behavioural difficulties. This has been largely, though not entirely, successful in minimising the impact of their behaviour on the learning of others. Governors are beginning to take a bigger part in planning for school development, although they have usefully identified that this could be extended still further. It is difficult for governors to monitor school improvement because the development plan contains too many targets and does not identify clearly enough the main priorities.

There have been some good recent improvements, especially in Reception and in the development of a library. The main weaknesses from the last inspection, such as the lack of creativity in the curriculum, have been successfully dealt with. There are satisfactory arrangements for involving parents and pupils in the school's self-evaluation procedures through questionnaires and the school council. The school has secure 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> | <b>School Overall</b> | <b>16-19</b> |
|--|-----------------------|--------------|

### Overall effectiveness

|  |     |    |
|--|-----|----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 3   | NA |
| How well does the school work in partnership with others to promote learners' well-being?  | 3   | NA |
| The quality and standards in foundation stage  | 2   | NA |
| The effectiveness of the school's self-evaluation  | 3   | 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

|  |   |    |
|--|---|----|
| <b>How well do learners achieve?</b>   | 3 | NA |
| The standards <sup>1</sup> reached by learners   | 3 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 | NA |
| How well learners with learning difficulties and disabilities make progress                              | 3 | NA |

### Personal development and well-being

|   |   |    |
|---|---|----|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 3 | NA |
| The extent of learners' spiritual, moral, social and cultural development                                     | 3 | NA |
| The behaviour of learners   | 3 | NA |
| The attendance of learners  | 3 | NA |
| How well learners enjoy their education   | 3 | 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 | 3 | NA |

### The quality of provision

|   |   |    |
|---|---|----|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 3 | NA |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 3 | NA |
| <b>How well are learners cared for, guided and supported?</b>   | 3 | NA |

<sup>1</sup> 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**

|  |     |    |
|--|-----|----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 3   | 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      | 3   | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 3   | NA |
| How effectively and efficiently resources are deployed to achieve value for money  | 3   | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 3   | NA |
| The adequacy and suitability of staff to ensure that learners are protected  | Yes | NA |

|   |     |
|---|-----|
| <b>The extent to which schools enable learners to be healthy</b>  |     |
| 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 |
| <b>The extent to which providers ensure that learners stay safe</b>   |     |
| 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 |
| <b>The extent to which learners make a positive contribution</b>  |     |
| 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 |
| <b>The extent to which schools enable learners to achieve economic well-being</b>                           |     |
| 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 for showing us your work. You were very polite and friendly.

What we liked most about your school:

•The fun activities in the Reception classes help you to learn new things quickly. •The school is good at teaching you about the importance of staying safe and healthy and you are very aware about these things. •There is a well-organised school council which helps you contribute well to school life. •You get very involved in the local community and take part in things that are happening in the town. •Your headteacher and governors know that there are still things that could be improved and they are working hard to make the school even better.

What we have asked your school to do now:

•Make sure that teachers give you work that is not too easy or hard for you and that pupils who do not behave well do not stop you learning. •Help you to learn even more quickly in writing. •The headteacher and governors need to improve things that are going wrong even more quickly.

We thoroughly enjoyed talking to you about your work and watching you learn, and wish you all well for the future.