

# Finedon Mulso Church of England Junior School

## Inspection report

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<b>Unique Reference Number</b>	122034
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	340075
<b>Inspection dates</b>	5–6 October 2010
<b>Reporting inspector</b>	Martin James

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 aided
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	148
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Read
<b>Headteacher</b>	Avril Wise
<b>Date of previous school inspection</b>	1 July 2008
<b>School address</b>	Wellingborough Road Finedon, Wellingborough NN9 5JT
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons, and a number of shorter visits were also made to classrooms to look at samples of pupils' work. Six members of staff were observed teaching. The inspectors held meetings with the Chair of the Governing Body, one other governor, staff and pupils. They observed the school's work and looked at a wide variety of documentation including teachers' planning, the school development plan, monitoring and evaluation sheets, assessment and tracking records, safeguarding information and the reports from the School Improvement Partner. The responses from the staff and pupil questionnaires were analysed, as were the responses from 50 parents and carers.

The inspectors reviewed many aspects of the school's work. They looked in detail at the following.

- The extent to which teachers make suitable allowance in their planning for the different needs of pupils.
- The extent to which the curriculum is enhanced through the use of cross-curricular links, especially in relation to developing writing skills.
- The school's development of national and global links to enhance community cohesion.

## Information about the school

Finedon Mulso Church of England Junior School is smaller than the average sized primary school. Nearly all pupils are from a White British background. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils with special educational needs and/or disabilities is higher than the national average, as is the proportion of pupils with a statement of special educational needs. Most have moderate learning difficulties, speech and language disorders or emotional and behavioural problems. There are six classes in the school. There are three mixed Year 3 and Year 4 classes and three mixed Year 5 and Year 6 classes. In recognition of its work, the school has received the Healthy Schools and Activemark awards.

Since September 2009 the school has been part of a soft federation with Finedon Infants School. The headteacher of the Junior School is now the headteacher of both schools.

**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

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school, where pupils achieve well. There are some real strengths; pupils feel extremely safe, and their spiritual development is outstanding, owing a great deal to the strong Christian ethos that pervades much of the school's work. Care, guidance and support are also outstanding; the safety of pupils being a priority of the school. Pupils are polite and well behaved and they readily adopt healthy lifestyles. Parents and carers are extremely positive about the school. For example, one said, 'Our son is really happy in school; he enjoys sharing with us what he has learnt and the experiences he has had.' Pupils make good progress through the school and by the end of Year 6 attainment is broadly average, although writing is not quite as strong as other subjects.

Good teaching and a good curriculum are crucial factors in the good progress which pupils make. In class, relationships are strong, teaching assistants are deployed well and teachers make good use of a variety of resources and strategies to make the lessons interesting. Helpful marking and clear targets ensure that pupils are fully aware of how to develop their work further. Teachers generally plan well for the varying ages and abilities of pupils in their classes. However, on occasions, they do not set work which fully challenges those who are more able. The curriculum contributes much to pupils' enjoyment of school, and they say they particularly like the topics provided, for instance that on healthy living in Year 3/4, 'Live Long and Prosper.' The school routinely reviews its curriculum, with a current emphasis being placed on further increasing the use of writing in both topics and other subjects. This has not always been fully exploited in the past to help improve pupils' weaker skills in this area. The school has done much to promote community cohesion, both in school and locally. However, there is still scope to improve pupils' understanding of the cultural diversity to be found, especially across the United Kingdom.

The headteacher, other members of staff and the governing body are a dedicated team, committed to improving the provision they make for their pupils. They are ably supported by their colleagues from the infant school, with whom they now work closely through the federation. Self-evaluation is successful in pinpointing where improvement is needed and the school has moved on significantly since the previous inspection. The improvements that have been made since that inspection, and the quality of the current provision, show that the school has a good capacity for sustained improvement.

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

- Raise attainment in writing by:
  - ensuring that the work provided for more able pupils is always adequately challenging

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- providing more opportunities for pupils to develop their writing skills in both topics and in a range of subjects.
- Extend community cohesion further by:
  - improving pupils' knowledge and understanding of the diverse nature of society in the United Kingdom.

## Outcomes for individuals and groups of pupils

**2**

Attainment on entry to the school is currently broadly average, but in the past it has been below average. Pupils really enjoy their learning, and in all lessons observed they were fully engaged. Work seen in lessons and in pupils' books confirms information provided by school data, that their achievement is good. Consequently their overall attainment at the end of Year 6 is broadly average. In a mathematics lesson seen in Year 3/4, clear and helpful explanation from the teacher on techniques to help solve problems, ensured that pupils later employed these well in finding solutions. Pupils with special educational needs and/or disabilities also achieve well as the result of staff being both fully aware of their needs and carefully addressing them. In a science lesson observed in Year 5/6, for instance, the teacher was most careful to include them fully throughout, so that they knew exactly what was expected of them. Boys and girls perform equally well. The pupils' achievement, together with their confidence in working collaboratively with others, means that the school is preparing them well for their future economic well-being.

Pupils are well behaved and have sensible attitudes to their work. They are courteous to each other and to adults, and they move around the school in an orderly manner. Pupils feel very safe in school, and one pupil commented, 'The gates and fences keep out any strangers.' Pupils have a clear awareness of how to stay healthy. They eat healthy meals, and they benefit from the good range of physical exercise activities provided. Pupils say they are pleased with their contribution towards the school gaining the Healthy Schools award. Pupils' spiritual, moral, social and cultural development is good overall, although their understanding of the multicultural society in which we live is less well developed. Pupils are very keen to take on the responsibilities that the school offers them, and they recognise that they are working for, and helping, each other. The school council was pleased to help the pupils in the infant school set up their own council. Pupils are also very involved in the wider community, through such events as the summer fete and taking part in musical activities in the local church.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers organise their classrooms well, and they create an interesting and welcoming learning environment for the pupils. They are always well supported by their teaching assistant colleagues. They use a good range of strategies to inform the pupils, including using the interactive whiteboards, and relationships are a strength. Explanations are usually clear and reflect teachers' good subject knowledge; although, occasionally, introductions to lessons are rather long and this slows the initial pace of learning. Planning is detailed, but whilst teachers make good allowance for pupils with special educational needs and/or disabilities, they do not always make the same allowance for those who are more able. Pupils receive much help and support during lessons when they need it, and comments in pupils' books and the targets provided for them give them clear guidance on how to improve their work.

Pupils speak enthusiastically about the wide range of outings and after school clubs that enhance the curriculum. Pupils also enjoy the learning opportunities provided in the school's own very pleasant grounds, and they enthusiastically participate in lessons in French. A particular strength is in the provision for music, where all pupils benefit from specialist teaching and opportunities to sing and play instruments. The school is currently extending the use of cross-curricular links to enhance the curriculum, but there is a recognition that these have not yet been fully developed, particularly in relation to developing writing skills. The exceptional care, guidance and support contribute very well

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to both pupils' enjoyment and their learning. Safety checks and risk assessments are rigorously carried out. Very effective arrangements are in place to ensure the smooth entry of pupils into the school, as well as into secondary school when they leave. The entry arrangements to Year 3 have been greatly enhanced by the federation that has been established. Outside agencies are used effectively to support pupils when a need is identified and the school's family support adviser provides wider help when required. Pupils are regularly reminded about the need to take care, for instance, when using computers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher, supported well by other members of staff, has been successful in creating a very caring and happy environment for the pupils. Great effort is also taken to ensure that no form of discrimination is evident in the school and that equal opportunities are promoted effectively. Safeguarding procedures are consistently and diligently applied to ensure that all pupils are well protected. For instance, the identity of all visitors to the school is most carefully checked and confirmed. Tracking procedures have been rigorously used to ensure that pupils make good progress. The school's self-review has been accurate in identifying strengths and areas for development, and there is clearly a strong ambition to improve. For example, the current emphasis on improving writing skills is a very appropriate priority for the school. Community cohesion is promoted well in the school. There are good community links both in school and locally, and these have been extended through links set up with a school in Uganda. Further international links are being explored in relation to South Korea. However, the school recognises, in its own evaluation, that these links now need to be extended to include people living in different parts of the United Kingdom.

Teachers demonstrate a good understanding of the various subjects for which they have responsibility, and they have actively supported strategies for making improvements. They have opportunities to observe lessons in other classes, to check on the current provision, and to draw up plans for further improvement. The governing body keenly supports the school, and members are closely involved in the budget and the school's development plan. The governing bodies at the infant and junior schools are currently planning to merge, and they are developing their understanding of whole primary school provision so that they can continue to hold the school effectively to account. There are good working relationships with parents and carers, and their views about the school are regularly sought when any change of policy is being considered. The school also benefits greatly

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from being part of a federation, with shared expertise at all levels and increased continuity of provision for the pupils.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

The overwhelming majority of parents and carers are positive about what the school provides, such as in relation to their children's learning and the levels of care provided. Comments such as, 'This school really is going from strength to strength,' and, 'All the staff make the children feel comfortable and happy; I would definitely recommend this school to others,' confirm their view. No significant concerns were raised. The inspectors endorsed the views of the parents and carers with regard to teaching, pupils enjoying school and the leadership and management of the school.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Finedon Mulso Church of England Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 50 completed questionnaires by the end of the on-site inspection. In total, there are 148 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	52	24	48	0	0	0	0
The school keeps my child safe	28	56	22	44	0	0	0	0
My school informs me about my child's progress	26	52	23	46	1	2	0	0
My child is making enough progress at this school	19	38	27	54	3	6	0	0
The teaching is good at this school	25	50	24	48	0	0	0	0
The school helps me to support my child's learning	23	46	26	52	0	0	0	0
The school helps my child to have a healthy lifestyle	21	42	27	54	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	40	28	56	1	2	0	0
The school meets my child's particular needs	17	34	31	62	2	4	0	0
The school deals effectively with unacceptable behaviour	19	38	26	52	3	6	1	2
The school takes account of my suggestions and concerns	18	36	30	60	1	2	0	0
The school is led and managed effectively	25	50	24	48	0	0	1	2
Overall, I am happy with my child's experience at this school	23	46	27	54	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.

**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.**



7 October 2010

Dear Pupils,

**Inspection of Finedon Mulso Church of England Junior School, Wellingborough, NN9 5JT**

Thank you for making us so welcome when we came to visit your school. We enjoyed our visit and it was a pleasure talking to you. We enjoyed joining you in lessons as well as in assembly. I am writing to tell you what we found out about the school, what we think is good, and what we think could be made better.

Overall, you are in a good school, where you are making good progress with your work. The headteacher and other staff know what they need to do to make the school better still.

These things are some of the strengths of the school.

Teachers provide you with lessons and other activities which you enjoy.

Your behaviour and your attitudes to your work are good.

You know clearly how important it is to eat healthy food and take exercise.

The staff know you well and take exceptionally good care of you. As a result you feel very safe.

Your parents are very pleased with the school.

These are things the school has been asked to improve. We would like your teachers to:

- help you all to improve your writing skills by ensuring that the work you get is just what is needed to help you all get better, and giving you plenty of opportunities to write, in your topic work for example
- give you greater opportunities to become more aware of people from communities and cultures different from your own, especially those in this country.

You can help too, for example, by trying to do your best work at all times.

Yours sincerely

Martin James

Lead inspector

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