

Finham Primary School

Green Lane, Coventry, CV3 6EJ

Inspection dates 18–19 September 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well and attain above-average standards, including in reading. They make good progress, particularly in Key Stage 2.
- Children achieve well in the Early Years Foundation Stage, and outstandingly in the Nursery.
- The quality of teaching is good and some is outstanding. The marking of pupils' work throughout the school is exemplary so that pupils have a clear idea of how to improve. This enables them to work independently towards their targets.
- Pupils show enjoyment in lessons, are keen to contribute their ideas and to do well. They are developing well as independent learners. They say that behaviour in lessons is consistently good.
- Attendance is above average.
- Pupils are polite, welcoming and helpful. They get on well together and say that the school always keeps them safe. They have a good understanding of how to keep themselves and each other safe. They say that there is little bullying and if it should occur, adults support them in a helpful way.
- Leadership and management at all levels are good. The headteacher has quickly ensured that his vision for the school's future is shared by staff, pupils and parents. He is well supported by other leaders and by the governing body.
- Since the previous inspection, leaders at all levels have made sure that the quality of teaching continues to improve and that pupils' achievement goes on rising.

It is not yet an outstanding school because

- In a very small minority of lessons, the pace of learning is too slow or pupils are not actively engaged enough.
- Although most teachers plan well to help pupils of all abilities to learn, in a few lessons, the most able pupils are not given work to make them think hard enough.
- Governors know that they need to find out all they can about teaching and pupils' achievement, but they do not always do this as well as they could to be able to ask the headteacher and other leaders to explain results. In particular, they do not know enough about how well the extra funding for some pupils is used.

Information about this inspection

- Inspectors observed 22 lessons of which four were joint observations with the headteacher. In addition, inspectors made a number of short visits to lessons.
- Meetings were held with three groups of pupils, members of the governing body, representatives of the local authority, and staff, including middle managers.
- Inspectors observed the school’s work and looked at: policies; development planning; data related to the tracking of pupils’ progress; safeguarding documents; and pupils’ work.
- The views of 34 parents who responded to Parent View were taken into account by inspectors.
- All staff responded to the staff questionnaire, and their views were also take into account.

Inspection team

Mary Davis, Lead inspector	Additional inspector
Isobel Randall	Additional inspector
Stephen Cox	Additional inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportion of pupils from minority ethnic backgrounds is above average, with the largest group being of Indian heritage. The proportion of pupils who speak English as an additional language is well-above average.
- The proportion of pupils known to be eligible for the pupil premium is well below that found nationally.
- The school meets the government's current floor standards which are the minimum expected for pupils' attainment and progress.
- Not all children who enter the Nursery proceed to Reception and Key Stage 1. Children enter the Reception class from a variety of different settings.
- The school provides the Squirrels before- and after-school club and there is pre-school provision on the same site that is not managed by the governing body and which is separately inspected.
- The headteacher took up his post two weeks before the beginning of the inspection following a period of instability in senior leadership.

What does the school need to do to improve further?

- Share existing best practice in teaching to ensure that teachers always plan to enable learning to proceed at a fast pace, and that all pupils, particularly the most able, are appropriately challenged and enabled to move on with their learning once they show understanding.
- The governors should ensure that they are fully informed of all aspects the school's performance so they can always hold it rigorously to account, particularly in how well the pupil premium is being used.

Inspection judgements

The achievement of pupils is good

- Children enter Reception with skills and understanding that are typically in line with expectations for their age. They make good progress during the Early Years Foundation Stage and establish good learning and listening skills, playing and cooperating well together to enter Year 1 achieving, at least, the nationally expected levels in all areas of learning. Progress during the Nursery Year is outstanding as a result of the outstanding provision.
- Attainment by the end of Key Stage 1 is above average, although a smaller proportion of boys than girls reach the highest level in writing. Attainment by the end of Key Stage 2 over the last three years has been significantly above national averages in both English and mathematics.
- Progress accelerates towards the end of Key Stage 2 for all pupils, including those from minority ethnic heritages. Those who speak English as an additional language make particularly rapid progress at this stage because of their growing confidence in their use of the language. Inspection evidence shows that current Year 6 pupils are making outstanding progress because of the high quality of teaching they are receiving.
- Attainment in reading throughout the school is above average; the youngest children are able to sound out words successfully and pupils in Year 6 read with enthusiasm and show enjoyment of literature. Year 6 pupils were observed discussing a text describing conditions in the workhouse, showing a high level of perception and the ability to empathise with the characters. These opportunities successfully promote their spiritual, moral, social and cultural development.
- Disabled pupils and those who have special educational needs make good progress as a result of the highly personalised support they receive, both in and out of the classroom.
- The small number of pupils eligible for the pupil premium also make good progress but a smaller proportion than their peers are attaining the highest levels by the end of Year 6.

The quality of teaching is good

- Typically, the quality of teaching is good and sometimes outstanding in its impact on pupils' learning and progress. Tasks are well planned and resourced to meet pupils' individual needs, including those of disabled pupils and those with special educational needs.
- Most teachers have high expectations of pupils and ensure that more able pupils are appropriately challenged. A particular strength is teachers' focus on the use of appropriate technical language for the subject. For example, Year 3 pupils could explain the difference between a simple and compound sentence, while Year 5 spoke about clauses and were able to construct complex sentences, seeking to use adventurous vocabulary.
- Some teachers missed opportunities to fully extend their most able pupils, who told inspectors that their work is sometimes too easy.
- In the best lessons, teachers maintain a clear overview of the whole class during activities and are able to move pupils on to a new challenge as soon as they are ready. A small minority of teachers miss this opportunity and plan lessons where too long is spent consolidating prior learning at the start of a lesson. Here, pupils have to sit for too long on the carpet before beginning the main task, which is more closely tailored to their individual

needs. In these situations, the pace of learning slows for all pupils.

- Teaching assistants are a strength of the school's provision, taking an active part in the lesson and providing effective support, including for disabled pupils and those who have special educational needs. They use questioning well to stimulate thinking. This was particularly evident in the Early Years Foundation Stage, where staff work as a cohesive team to promote learning.
- Teachers across the school provide many opportunities where pupils can work together in groups or with partners, encouraging their social development. They also provide opportunities to reflect and make decisions about issues that affect them.
- Assessment and marking are a key strength of the school, enabling teachers to plan effectively to fill gaps in learning and pupils to develop independence in tackling their work. Pupils are regularly given not only a personal statement of what they have done well but also a 'red pen question' which requires them to respond, either by correcting or editing their work or by tackling a further challenge. Pupils value this personal dialogue about their work that gives them a real understanding of their next steps.

The behaviour and safety of pupils are good

- The school is a cohesive and harmonious community where pupils of different backgrounds and beliefs get on well together, showing care and respect for each other. They are polite, willing and helpful, and express pride in their school.
- Pupils show enjoyment of the tasks that they are set and are often seen to be engrossed in their work. For example, in a guided-reading lesson observed, they worked in small groups examining a variety of appropriate texts and responding to individual sets of questions that probed their understanding. Pupils worked independently, able to seek support material if they needed it.
- Learners' good and often exemplary behaviour in lessons ensures positive attitudes to learning. They told inspectors that behaviour is typically good. In a very small minority of lessons observed, pupils became restless when they had been required to sit for too long, but they are still quick to follow teachers' instructions.
- Pupils have a good understanding of systems to ensure their safety and good behaviour. They say that those who contravene the well-established rights of each pupil 'to learn, to be safe and to be respected' are dealt with fairly. As a consequence, they feel safe and looked after well.
- According to pupils, bullying is rare, and pupils have a good understanding of different forms of bullying, saying that staff do not tolerate name-calling and deal with such instances quickly and effectively. They have a good understanding of how to keep themselves safe including when using the internet.
- The school council take their responsible roles seriously and pupils show their concern and care for the environment through the Eco committee.
- Attendance is consistently above average and persistent absences are low.

The leadership and management are good

- The newly appointed headteacher has quickly gained the confidence and support of staff and pupils. Staff are very positive about the new processes that have been put in place for their performance management and training, understanding that they will be held even more to account for their pupils' progress.
 - Pupils say that they welcome the school's bright and happy atmosphere and how much they enjoy the assemblies that provide inspirational opportunities for them to reflect on how to achieve their goals.
 - Priorities for improvement are clear and appropriate and whole-school procedures are established for addressing them. For example, the effective marking policy has shown a positive impact on pupils' progress. Tracking systems are in place to ensure that all groups are fully included and those eligible for the pupil premium are clearly identified as a target group for the coming year.
 - Middle leaders have been effective in maintaining standards during a period of changes in senior leadership. For example, the management and provision for disabled pupils and those who have special educational needs and that for the Early Years Foundation Stage are particularly good.
 - Secure systems are in place to support those new to the teaching profession, including mentoring and working alongside a more experienced teacher in the planning of lessons enabling the sharing of good practice. However, sharing best practice in enhancing teachers' skills has not yet had time to impact fully on the quality of teaching across the school.
 - The curriculum provides well-organised and effective opportunities for learning for all groups of pupils. Good opportunities are provided across the curriculum for the development of numeracy and literacy skills and for the promotion of pupils' spiritual, moral, social and cultural development.
 - The local authority provided helpful, light-touch support for the school prior to the headteacher taking up post.
 - **The governance of the school:**
 - systematically challenges leaders to account for school performance and, as a result, the quality of teaching and pupils' achievement have improved and previous good performance has been consolidated since the previous inspection
 - recognises that there are gaps in the information it holds about aspects of the school's performance, including use of the pupil premium, and is seeking to address this
 - has taken active steps to seek the views of parents and carers and pupils in the appointment of the new headteacher, who is seeking to build on the strong relationships that exist between parents and carers and the school in the Early Years Foundation Stage
 - ensures that safeguarding meets current requirements.
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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

Unique reference number	103675
Local authority	Coventry
Inspection number	402925

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	480
Appropriate authority	The governing body
Chair	Amrik Bhabra
Headteacher	Richard Machin
Date of previous school inspection	21 November 2007
Telephone number	024 76415425
Fax number	024 76415425
Email address	headteacher@finham.coventry.sch.uk

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