

# Finedon Mulso Church of England Junior School

Wellingborough Road, Finedon, Wellingborough, NN9 5JT

**Inspection dates** 4–5 December 2013

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good        | 2        |
|                                | This inspection:     | <b>Good</b> | <b>2</b> |
| <hr/>                          |                      |             |          |
| 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.

- All groups of pupils achieve well, including disabled pupils and those with special educational needs, those supported by pupil premium funding and the most able.
- Good teaching ensures that pupils enjoy their lessons. Teachers plan lessons that are interesting and pupils respond well to this. Some teaching is outstanding.
- The school promotes pupils' spiritual, moral, social and cultural development strongly.
- Pupils' behaviour in lessons and their attitudes to learning are good. They move around the school in a calm and orderly way.
- Pupils say they feel safe at school and have confidence in adults to take care of them.
- The headteacher leads the school well and is supported effectively by other staff. There are clear systems in place to check how well the school is doing and bring about further improvements.
- Subject leaders are working well to improve learning and links with the federated infant school are very strong. This ensures that pupils move into the junior school with minimum disruption to their learning.
- The governing body is providing an increasing level of support and challenge for the school.

### It is not yet an outstanding school because

- Teachers do not always check whether pupils understand before moving on to new work. They do not make sure that pupils act on the written guidance they give them when they mark their work.
- Teaching assistants are not always well directed and are therefore sometimes passive observers.
- The school is working with parents to help them support their children's learning more effectively but this work is not yet completely successful.

## Information about this inspection

- The inspector visited eight lessons, or parts of lessons. Seven of these were jointly observed with the headteacher. The Inspector looked at a range of pupils' work and heard pupils reading in lessons.
- Meetings took place with the headteacher, senior leaders, groups of pupils, the Chair of the Governing Body, the vice-chair and a representative of the local authority.
- The inspector looked at a range of documentation, including the school's data on pupils' progress, and records relating to pupils' behaviour, attendance and safeguarding.
- The inspector took into account the 30 responses from parents to the on-line questionnaire (Parent View) and the views of 18 staff who completed a questionnaire. The views of pupils were also considered during discussions with them.

## Inspection team

David Bray, Lead Inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized school of its type.
- Almost all pupils are of White British heritage.
- The proportion of pupils eligible for the pupil premium funding is average. The pupil premium is additional funding for those pupils known to be eligible for free school meals, children who are looked after by the local authority and other groups.
- The proportion of pupils supported through school action is above the national average. The proportion of pupils supported through school action plus, or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school is part of a federation with Finedon Infant School. The headteacher works as an executive headteacher across both schools and some staff also have responsibilities that are shared between both schools.

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

- Improve teaching so that more is outstanding by:
  - ensuring that pupils understand and follow the written feedback teachers give them when they mark their work
  - checking pupils' understanding through questioning and discussion, and adjusting activities in response to this information
  - developing the skills of teaching assistants further so that they are more effective at supporting pupils, especially when the teacher is talking to the whole class.
- Develop the school's engagement with parents to support their child's learning by:
  - continuing to develop opportunities for parents to come into school and find out about how they can support learning
  - developing further the guidance and support for parents about how they can support learning at home.

## Inspection judgements

### The achievement of pupils

is good

- From starting points that are mostly in line with the standards expected for their age, pupils make consistently good progress through the school and achieve well. As a result, attainment has improved in each of the past three years and is now at least average. In reading, it is above average.
- Until recently, boys outperformed girls. School data show that this gap has almost closed and there is currently little difference in the progress of different groups of pupils.
- Disabled pupils and those who have special educational needs make similar progress to other pupils. They receive a good level of support through individual and small-group work. Specific activities such as extra mathematics groups provide higher levels of challenge for the most-able pupils. This ensures that they, too, are achieving well.
- Pupils eligible for the pupil premium funding achieve well. In 2013, in national tests at the end of Year 6, this group of pupils reached standards that matched other pupils in the school.
- Reading is taught effectively and pupils develop an enjoyment of books. Pupils read fluently and they are able to work out unfamiliar words using a range of skills.
- The school has developed an effective approach to ensuring that mathematical concepts are taught in a practical way and this has led to improved progress for pupils currently in the school.
- Pupils are developing healthy lifestyles and fitness through the school's physical education programme and additional sporting activities. They benefit from teaching by school staff and outside coaches and there has been a significant increase in participation in sporting activities.

### The quality of teaching

is good

- Teaching is good across the school. Relationships in lessons are positive and pupils have a strong willingness to learn.
- Teachers ensure that pupils get a lot done in lessons. For example in a Year 5/6 mathematics lesson, the teacher moved quickly between activities that were well planned and enabled pupils to use practical skills to develop their understanding of equivalent fractions.
- Teachers have a good understanding of pupils' ability levels because, when planning lessons, they make good use of information about how well pupils have learned. Work is rigorously assessed, and pupils have well planned targets to improve their skills. For example, they have literacy targets on a bookmark, which they use in different subjects.
- Pupils' spiritual, moral, social and cultural awareness is promoted very well through the strong relationships in classes, high levels of collaboration and the good range of curriculum opportunities. There is a good link with a school in Uganda and the school has sought to develop a range of opportunities for pupils to understand how life can be experienced through different cultures.
- Classrooms and corridors are welcoming and pupils' work is attractively displayed. Teachers

prepare lessons that interest pupils.

- In the best lessons, teachers have high expectations of what pupils can achieve and ask pupils searching questions to get them thinking and determine how much has been understood. In a few lessons, teachers move on too quickly without checking sufficiently whether pupils have any misconceptions.
- Teachers mark pupils' work regularly and identify where errors have been made. However, some feedback is not always written in language that pupils understand and not all teachers ensure that pupils respond to their guidance and improve their work.
- Teaching assistants are often used well to support individuals or small groups. This ensures that disabled pupils, those who have special educational needs and those eligible for pupil premium funding are not left behind. However, on a few occasions, for instance, when the teacher is talking to the whole class, teaching assistants are not directed well, and can just be passive observers, rather than helping pupils to learn.

### **The behaviour and safety of pupils** are good

- Behaviour in lessons and around school is good. Pupils understand the school's systems for promoting good behaviour. They play together well and appreciate the well-organised activities available to them at lunchtime.
- Pupils are often enthusiastic about learning. They respond quickly to instructions from adults so no time is wasted. They work well in pairs, using their 'talk partner' to discuss ideas and develop their understanding. On a few occasions, where teaching is less effective, pupils' concentration dips and they lose interest.
- Pupils are courteous, friendly and respectful. They are proud to be members of the school and appreciate the care and education provided.
- Pupils enjoy the responsibilities they are given. Those on the school council take their role seriously and think carefully about how they can contribute to the school improving further.
- Pupils have a clear understanding of bullying in its different forms. Pupils feel that it is rare and if it occurred would be dealt with effectively. Staff agree that behaviour is good. Most parents agree, although a small minority do not. There was no evidence during the inspection to support this view.
- Pupils say they feel safe at school. In lessons and assemblies, they learn how to keep themselves and each other safe. They are aware that care needs to be taken in everyday situations, such as using the internet.
- Attendance is average. The large majority of parents who responded to the Parent View online questionnaire felt their children were happy at school.

### **The leadership and management** are good

- The headteacher provides good leadership and has successfully guided the school through a federation with the local infant school. She has built a strong team of staff, who are committed to both schools' future development.

- The school has already shown the capacity to improve further. Results have improved from below average to at least average. Priority areas, such as mathematics, have become stronger as a result of specific training and development for staff.
- Senior managers have clearly defined roles and they contribute well to whole-school development. They work well together as a team and are being trained well for their roles. The school is working successfully to ensure that they are developing the skills and knowledge they need for the future.
- The school's understanding of how well it is doing is accurate. Senior staff and governors are clear about its strengths and areas for improvement. There is a strong drive for further improvement.
- The quality of teaching and pupils' learning in lessons are checked regularly and rigorously by senior leaders. Staff benefit from good feedback on how to improve.
- The school uses a tracking system that helps staff to see how well pupils are progressing. This is used effectively. Underachievement and gaps in learning are quickly identified and extra support is put in place, where required.
- A good range of enrichment activities such as sport, music, and outside visitors help to bring learning to life. Weekly acts of collective worship, led by the local vicar, provide opportunities for reflection and contribute well to pupils' spiritual, moral, social and cultural development.
- Pupil premium funding is being used to good effect to reduce class sizes in mathematics, provide individual or group support and purchase additional resources.
- Additional sports funding is being used well to extend the opportunities available for pupils' participation in sports activities. There has been a significant increase in pupils' participation in sporting activities, and staff have received extra training in order to develop their skills.
- The school has a positive and welcoming atmosphere where all pupils are valued equally.
- The school has started to develop greater opportunities for parents to support their child's learning. There are open invitations to come in to school to 'try it and see'. Information is provided for parents to support learning at home. At present, the take up and participation in these activities is limited, although growing.
- The local authority has identified the school as a low priority for support and has had little involvement with the school.
- **The governance of the school:**
  - Governors have carried out a skills audit and taken part in training to develop their skills. They review school progress data on a regular basis, although not enough of this information in school is always shared with the full governing body. They know about the quality of teaching in the school and are starting to develop their understanding of how pay is linked to teachers' performance. Governors make sure that finances are used in a way that supports pupils' learning effectively. For example, they know how the pupil premium funding is spent and have an increasing understanding of how well these pupils are doing. They understand how the extra sports funding is spent.

## 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 | 122034           |
| Local authority         | Northamptonshire |
| Inspection number       | 425115           |

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

|                                     |  |
|-------------------------------------|--|
| Type of school                      | Junior                                 |
| School category                     | Voluntary aided                        |
| Age range of pupils                 | 7–11                                   |
| Gender of pupils                    | Mixed                                  |
| Number of pupils on the school roll | 152                                    |
| Appropriate authority               | The governing body                     |
| Chair                               | Malcolm Peet                           |
| Headteacher                         | Avril Wise                             |
| Date of previous school inspection  | 5 October 2010                         |
| Telephone number                    | 01933 680433                           |
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