

Inspection of Finedon Mulso Church of England Junior School

Wellingborough Road, Finedon, Wellingborough, Northamptonshire NN9 5JT

Inspection dates: 13 and 14 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

What is it like to attend this school?

Finedon Mulso Junior School provides a happy and caring environment for its pupils. Pupils enjoy coming to school. They display positive attitudes to all aspects of school life. The school is inclusive. Pupils say that everyone feels welcome here. The school's values support its Christian ethos. Pupils understand these values well. They demonstrate them through their actions.

Pupils say that they feel safe in this school. Bullying does not happen often. If it does happen, leaders deal with it quickly. Leaders have planned a 'Thriving at Finedon' curriculum for behaviour. Pupils are calm and orderly in classrooms and around school. Disruptions to learning are rare.

Pupils enjoy a wide range of extra-curricular opportunities. These include day trips and residential visits, where they take part in outdoor activities. They also enjoy lots of clubs in school, such as dance, choir, board games and art, as well as a range of sports. The school choir performs at church and community events. Year 6 pupils perform a play at the local theatre. Leaders encourage all pupils to take part in these activities. Pupils learn how to be fit and healthy. They all take part in a daily skipping session.

What does the school do well and what does it need to do better?

Leaders have planned ambitious curriculums for all subjects. They have identified the important knowledge and vocabulary they want pupils to learn. These plans help teachers to know what pupils should learn and when. Teachers plan lesson activities that help pupils build on what they already know. This helps pupils to deepen their understanding.

In lessons, teachers ask questions to check what pupils can remember. When pupils have gaps in their understanding, teachers support them well. Teachers are knowledgeable. They present knowledge to pupils clearly. Teachers regularly revisit topics that pupils have learned before. This helps pupils to remember what they have learned.

Leaders have put an emphasis on language and communication across the curriculum. Teachers give pupils opportunities to talk about what they are learning. They teach pupils the correct vocabulary they need to express themselves clearly. In lessons, pupils discuss their ideas with each other. They talk about their learning confidently.

In most subjects, leaders have planned carefully how they will check pupils' learning over time. They know how well pupils are learning. Teachers use this information to plan lessons that meet the needs of all pupils. In some subjects, leaders have not yet planned well enough how they will check what pupils have learned.

Leaders know the pupils with special educational needs and/or disabilities (SEND) well. They help teachers provide support for pupils with SEND to access all learning activities. Pupils with SEND achieve well.

Leaders and teachers are passionate about reading. Teachers use a phonics programme to help pupils who struggle with reading to catch up. Pupils practise reading from books that match their reading ability. Teachers give pupils lots of time to read. This helps pupils improve their reading fluency. Teachers read stories to pupils every day. Pupils enjoy reading. They benefit from a well-resourced library.

Almost all pupils behave well in lessons and around school. They are polite and respectful. A small number of pupils struggle to regulate their own behaviour. Leaders provide effective support for these pupils.

Leaders have prioritised making sure that all pupils attend school regularly. Most pupils attend school well. However, a significant minority of disadvantaged pupils are absent from school too often.

There is a well-planned curriculum for personal, social and health education (PSHE). Pupils learn about British values and diversity. They are well prepared for their lives ahead. Leaders check on pupils' mental health and well-being. They provide support when pupils need it.

Members of staff say that their leaders are supportive of their well-being and considerate of their workload. Leaders are well supported by the academy trust. Trust directors and governors know the school well. They provide effective challenge to leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know the risks that pupils might face. They teach pupils how to keep themselves safe. This includes learning how to keep themselves safe online. Pupils know who they can talk to if they need help.

All members of staff receive regular training updates. They all know their role in keeping pupils safe and well. Staff know how to record concerns about pupils. Leaders follow up any concerns quickly. They keep detailed records. Leaders provide support for families. They work well with other agencies where necessary.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A significant minority of disadvantaged pupils are absent from school too often. They miss too many lessons and do not have the opportunity to follow the curriculum in full. Leaders need to ensure that all pupils attend school well.
- In some foundation subjects, leaders have not planned well enough how they will check that pupils can remember the important knowledge they have learned. Leaders do not know how well pupils are following the curriculum in these subjects. Teachers do not have the information they need to adapt plans to meet pupils' needs. Leaders need to plan how teachers should check what pupils can remember about what they have learned.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141900
Local authority	North Northamptonshire
Inspection number	10254846
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	181
Appropriate authority	Board of trustees
Chair	Peter French
Headteacher	Joanne Lloyd-Williams
Website	www.finedon.northants.sch.uk/
Date of previous inspection	16 January 2018, under section 8 of the Education Act 2005

Information about this school

- The school uses one registered and two unregistered alternative providers.
- This is a Church of England school. The school's most recent section 48 inspection took place in July 2019. This is an inspection of the school's religious character.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteacher, special educational needs coordinator and subject leaders. They also met with the chief executive officer of the Learning For Life Education Trust.

- The lead inspector met with some trust directors and some members of the local governance committee.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector observed some pupils reading to a familiar adult.
- Inspectors considered the responses to parent, staff and pupil surveys.
- Inspectors spoke with pupils to hear their experiences of the school.
- The lead inspector evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks and holding discussions with leaders, staff and pupils.

Inspection team

John Spragg, lead inspector

His Majesty's Inspector

Elizabeth Mace

Ofsted Inspector

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