

Inspection of Finedon Infant School

Orchard Road, Finedon, Wellingborough, Northamptonshire NN9 5JG

Inspection dates: 18 and 19 October 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

The headteacher of this school is Joanne Lloyd-Williams. This school is part of the Learning for Life Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Joanne Sanchez-Thompson, and overseen by a board of trustees, chaired by Peter French.

What is it like to attend this school?

Finedon Infant School is a caring and happy school. The school values of 'kindness, respect, perseverance, honesty, positivity and courage' underpin all the school does. Pupils really feel part of the school community. They understand the importance of the school values and that they bring them together under the school's badge of an apple tree. The 'playground squad' members help make playtime a better, friendlier place. They organise games and encourage pupils to get on well with each other. There is an excited buzz at playtimes.

The school is ambitious for all of its pupils to achieve. As a consequence, pupils do well, especially those with special educational needs and/or disabilities (SEND) and those who are disadvantaged. It is an inclusive school. Pupils understand the significance of diversity and inclusion.

The school is a calm and organised place. Pupils are well-mannered, respectful and courteous. They frequently hold doors open for adults and wait patiently for others to pass. Pupils work collaboratively in class. Consequently, pupils enjoy attending this school. As one parent or carer typically stated, 'The atmosphere in the school is welcoming, friendly and a place where my child feels safe.'

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

Learning to read is a priority at this school. Pupils begin to learn to read as soon as they join the Reception Year. There is a systematic approach to the teaching of phonics. Carefully selected books match the needs of all pupils. The school has recently focused on developing pupils' reading fluency, with some success. Regular checks ensure that pupils receive the support they need should they fall behind with reading. They quickly catch up. Pupils talk positively about reading. The school liaises closely with parents to enable them to support their child to read at home. The school ensures that books have prominence. The well-resourced library is frequently used by all pupils. Story time is a pleasurable time. Pupils say adults bring stories to life when they read to them.

The school's curriculum is ambitious. It clearly sets out the key knowledge that pupils need to know and remember. As a consequence, teachers have the requisite understanding of the knowledge they need to impart to pupils to be able to teach effectively. Well-constructed learning activities enable pupils to focus and learn. Pupils demonstrate high levels of engagement. They enjoy their learning. However, in a few foundation subjects, the school has not ensured that there have been consistent opportunities to check how well the curriculum is implemented. As a result, some pupils are not making connections with prior learning and remembering all that they have learned in these subjects.

The learning environment in the early years foundation stage is well organised and purposeful. The curriculum clearly identifies key knowledge. Structured activities provide children with opportunities to embed learning. Pupils engage well with these

activities. The outside environment has been well thought out. It is highly engaging. Pupils enjoy their time outside and work well together. Adults interact with children effectively. There is a tight focus on developing children's vocabulary and oracy.

This is an inclusive school. Pupils with SEND are well supported. The 'personal provision plans' set out the school's aspirations for each pupil with SEND. Staff use these effectively to establish appropriate support for these pupils. Staff receive the training they need to support all pupils with SEND. Consequently, pupils with SEND do well.

'Thriving at Finedon' teaches pupils to behave well. The 'Diamond Rules: show good manners at all times, care for everyone and everything, and follow instructions with thought and care' are well known and understood by everyone. Pupils live up to these expectations. Pupils get on well with each other. They wait their turn and are polite. Relationships between pupils and adults are strong. Pupils are tolerant and respectful of one another. Bullying is not tolerated, and pupils feel safe.

There are a range of opportunities for pupils to take responsibility. The school council members select activities to raise money for charity. They take their roles seriously. Pupils enjoy the chance to take part in multisport activities, dodgeball, gym and dance and the art club. Pupils understand the importance of eating healthily and taking regular exercise. Pupils learn to respect difference. As one pupil stated, 'You should treat people who are different the same way as you do your family.'

Staff feel appreciated. They say that the school is a really positive place in which to work. Governors are sensitive to staff's workload. Governors and trustees have a clear understanding of their responsibilities. They support and challenge appropriately.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few foundation subjects, the school has not ensured that there have been consistent opportunities to check how well the curriculum is implemented. As a result, some pupils are not making connections with prior learning and remembering all that they have learned in these subjects. The school should ensure that the implementation of the curriculum in all subjects is checked effectively.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	141899
Local authority	North Northamptonshire
Inspection number	10254847
Type of school	Infant
School category	Academy converter
Age range of pupils	5 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	144
Appropriate authority	Board of trustees
Chair of trust	Peter French
CEO of the trust	Joanne Sanchez-Thompson
Headteacher	Joanne Lloyd-Williams
Website	www.finedon.northants.sch.uk
Date of previous inspection	23 January 2018, under section 8 of the Education Act 2005

Information about this school

- The school is a part of the Learning for Life Education Trust.
- The school does not make use of any alternative providers.
- There is a before- and after-school club, managed by the school.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, the deputy headteacher and the SEND coordinator.
- Inspectors carried out deep dives in four subjects: reading, mathematics, physical education and geography. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils. They also looked at curriculum documentation for religious education, design and technology and personal, social, health and economic education.
- The lead inspector met with five members of the local governing committee, including the chair, and five members of the board of trustees, including the chair.
- The lead inspector met with the chief executive officer of the multi-academy trust.
- Inspectors took account of the responses to Ofsted Parent View, including free-text responses, Ofsted's survey for school staff and the pupil survey. An inspector spoke informally to parents at the beginning and end of the school day.
- Inspectors considered records of attendance, behaviour and safeguarding. To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.

Inspection team

Mark Anderson, lead inspector	His Majesty's Inspector
Elizabeth Mace	Ofsted Inspector

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