

Inspection of a good school: Finham Park 2

Torrington Avenue, Coventry, West Midlands CV4 9WT

Inspection dates:

28 and 29 November 2023

Outcome

Finham Park 2 continues to be a good school.

The headteacher of the school is William Keddie. This school is part of the Finham Park Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the Chief Executive Officer, Mark Bailie and overseen by a board of trustees, chaired by Peter Burns MBE.

What is it like to attend this school?

Finham Park 2 (FP2) leaders and pupils share the same high aspirations and this helps pupils to achieve well. Pupils understand and follow the values of pride, respect and responsibility. Relationships between pupils and staff are warm and respectful. Typical parent comments are that 'the school nurtures all pupils with exceptionally supportive staff'.

There is a purposeful atmosphere around the school. Pupils say they can focus on their learning well. Most pupils work hard and want to do well. On the rare occasions when there is low-level disruption, teachers act quickly and efficiently to address it. During social times, pupils walk and mix in a calm and orderly manner. This is evident in how the pupils behave, the smartness of their uniforms, and how they speak to visitors and staff. Pupils feel safe. They say they know who to talk to about any concerns they have.

The school prioritises pupils' personal development well. Pupils, staff and parents speak positively about the 'FP2 family' as one community. The extra-curricular programme is rich and diverse. Pupils take part in a range of clubs such as debating and robotics. Students in the sixth form also support many areas of school life. This includes as 'paired reading' mentors to younger pupils.

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

There has been significant change to some leaders at the school since the last inspection, including a new headteacher. The school has designed a highly ambitious curriculum for

all pupils, including those with special educational needs and/or disabilities (SEND). New policies have brought a rapid improvement in how pupils learn. Current pupils demonstrate significant progress in their learning.

Students in the sixth form are positive about their learning and enrichment opportunities. Sixth-form teachers engage students in ambitious, challenging and independent learning. This enables students to achieve very well. Students make a significant contribution to supporting younger pupils. For example, by joining classes in Years 7 to 11 to assist pupils' learning.

The school has precisely identified the important things that pupils need to know to succeed. The majority of teachers present new subject matter clearly. Teachers focus carefully on the knowledge that pupils need to gain. This helps most pupils know and remember more. Teachers use 'do now' tasks at the start of lessons. These assess what pupils know and help them to learn and remember key knowledge. Year 8 pupils in history could explain clearly their understanding of plantations. They could use this to discuss the slaves' experiences.

Leaders quickly identify pupils with SEND. 'Pupil profiles' provide useful information for staff about pupils' individual needs. Teachers use this information effectively to adapt their teaching. Leaders ensure that all pupils access the same, ambitious, curriculum. They successfully adapt the curriculum to meet all pupils' needs.

The school is beginning to develop support for pupils who are weaker readers. However, this is at a very early stage of development. Many teachers encourage pupils to read during 'mentor time'. Teachers also model reading by highlighting key thematic words and ideas. However, not all pupils read widely and often in school and at home. Leaders continue to encourage and develop pupils' reading. Leaders seek ways to engage all parents in supporting their children to read.

Absence from school prevents some pupils from achieving their potential. There are too many pupils who miss school unnecessarily. These include disadvantaged pupils and pupils with SEND. This means that they miss out on too much learning. The school is aware of the need to engage with pupils and parents further.

The school's work to promote pupils' personal development is effective. Pupils understand about healthy relationships and to respect other people's opinions. Pupils voice their opinions about the school. This encourages them to have a strong sense of belonging. Pupils and students in the sixth form receive information on 'next steps' through high-quality careers guidance. This prepares them well for the next stages of their lives. All Year 12 students complete work experience in a range of settings. Students receive valuable 'real-world' learning through this opportunity.

All leaders, including those responsible for governance, know this school well. They understand how the local context impacts pupils' learning and attendance. Leaders review and develop all aspects of the school effectively. This includes their robust and rigorous focus on safeguarding. Trustees and governors both support and hold leaders to account for the decisions taken. Leaders have implemented a well-thought-out professional

development programme for staff. Staff feel very well supported by leaders, governors and the trust. Staff are consulted about policy changes. Leaders carefully consider staff workload which staff are appreciative of.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils miss too much school, including pupils with SEND and those who are disadvantaged. This holds back their progress and achievement. The school should work closely with parents and external agencies to communicate effectively and secure more regular attendance for all pupils.
- Leaders have not fully developed their strategy to effectively support pupils who are weaker readers. Also, some pupils do not read widely and regularly in school and at home. This means that some pupils do not make sufficient progress in developing their reading and lack an understanding of what they are reading. The school should develop and embed its reading strategy to carefully monitor and support pupils and parents in engaging with regular and wide reading.

Background

When we have judged good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in 5–6 June 2018.

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	141939
Local authority	Coventry
Inspection number	10269455
Type of school	Secondary Comprehensive
School category	Academy free school
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	761
Of which, number on roll in the sixth form	81
Appropriate authority	Board of trustees
Chair of trust	Peter Burns MBE
Headteacher	William Keddie
Website	www.finhampark2.co.uk
Date(s) of previous inspection	5 – 6 June 2018, under section 5 of the Education Act 2005

Information about this school

- This school is part of the Finham Park Multi Academy Trust which contains seven schools.
- The headteacher was appointed in June 2023.
- The school uses three registered and one unregistered alternative provider.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection 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 focused on the following deep dives: English, mathematics, history and design and technology. Inspectors looked at leaders' curriculum planning, visited lessons, looked at pupils' work, talked with pupils about their learning and spoke to teachers. Inspectors also looked at the curriculum in other subjects.
- Inspectors reviewed a range of school documents. These included information about pupils' behaviour, attendance, the school's curriculum and improvement planning. The school's website was also checked.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; referrals to the local authority; 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 observed informal times of the day to evaluate safeguarding and pupils' behaviour.
- Inspectors held meetings with the chair of the trustees, the Chief Executive Officer of the trust, the chair of the local governing board, the local authority's Coventry Monitoring Officer, senior leaders, teachers, support staff and pupils. Inspectors also talked informally to pupils, staff and parents to gather information about school life.
- Inspectors considered responses to Ofsted Parent View, and the free-text comments. Inspectors also considered responses to Ofsted's staff survey and pupil questionnaires.

Inspection team

Stuart Clarkson, lead inspector

His Majesty's Inspector

Josie Leese

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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