

# Finham Primary School

## Inspection report

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<b>Unique Reference Number</b>	103675
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	308381
<b>Inspection dates</b>	21–22 November 2007
<b>Reporting inspector</b>	Jon Palethorpe

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	466
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jim Woodford
<b>Headteacher</b>	Kay Brown
<b>Date of previous school inspection</b>	13 June 2005
<b>School address</b>	Green Lane Coventry CV3 6EJ
<b>Telephone number</b>	02476 415425
<b>Fax number</b>	02476 416241

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Finham is a large two-form entry primary school. Just over half of pupils are from a White British background. There are nine different minority groups representing about a third of the school population, the largest of these being of Asian or Asian-British Indian heritage. More pupils than in the past are joining the school speaking English as an additional language, reaching 50% this year. The proportion of pupils with learning difficulties and/or disabilities is below average. On the school site, the school provides a class for three-year-olds, a breakfast club and after school care.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Finham is a good school where all adults work hard and successfully to provide a good education for the pupils. Teachers and teaching assistants take good care of the pupils, who then feel safe and happy, and are keen to work conscientiously. Parents recognise the value of the school. Their very positive comments include, 'A fabulous school with a fabulous ethos'. Another noted, 'My children go to school happy and come home happy.' Inspection evidence shows that children are happy in between those times, too!

Children's attainment when they first start the school aged 3 is broadly as expected for this age group. Good work starts in the Nursery with good teaching and effective teamwork. Throughout the Foundation Stage and Years 1 and 2, the children make good progress, reaching standards above national averages in reading, writing and mathematics at the end of Year 2. Pupils' progress through the Years 3 to 6 is good overall although there are some inconsistencies. Pupils reach standards above average in English, mathematics and science by the time they leave. Pupils do not achieve as well in mathematics as in English and science. Both teaching and resources for information and communication technology (ICT) have been much improved recently. Consequently, pupils' standards in this subject are rising sharply, and are now above national expectations.

Finham's provision for pupils' personal and social development is good. The school's ethos successfully encourages a strong work ethic and results in good attitudes and behaviour. Pupils value different cultures and traditions from around the world. Pupils from all ethnic groups get on very well with each other and there is no racial tension in the school. Pupils enjoy school and particularly like their teachers and the wide range of out-of-school clubs. Pupils say they feel safe and report that the rare incidents of bullying are swiftly dealt with. They know how to keep healthy through having a good diet and taking plenty of exercise.

Teaching is typically good, although there are some inconsistencies between classes in what is expected of pupils. There are effective systems to support teachers and raise the quality of teaching. Year group teams work well together and are mutually supportive. Teaching assistants make a good contribution, especially when working with pupils with learning difficulties and/or disabilities and with those learning English as an additional language.

The curriculum is good and is designed effectively to meet individual pupils' needs. The school is innovative, for example, in introducing the Creative Learning Journey. This encourages 'hands on' experiences with pupils involved in lots of research, and is much enjoyed by teachers and pupils. The school has good procedures in place to ensure pupils are cared for by appropriate adults, and robust risk assessments are made for all environments and activities.

The leadership and management of staff and governors are good. They are committed to taking the school forward, and their hard work is paying dividends. The school's track record of improvements, particularly recently, indicates a good capacity for further development.

## Effectiveness of the Foundation Stage

### Grade: 2

Children get off to a good start in the Nursery. They settle quickly and happily, and move forward rapidly. This is because of the good support from adults, warm relationships, and the interesting and engaging activities provided. Children consolidate this good start to their learning in the Reception classes. Work is planned carefully for them, and there is a good

balance between child and adult-initiated activities. Occasionally, the tasks and activities are not as exciting or challenging as they could be, and expectations of children when they are working independently are sometimes not high enough. Resources and improved accommodation are good and underpin the curriculum. Children reach above average standards by the time they join Year 1, with their knowledge and understanding of the world being the strongest area.

### **What the school should do to improve further**

- Improve the consistency of teaching throughout the school to ensure expectations are always high enough.
- Improve how well pupils achieve in mathematics in Years 3 to 6, developing problem solving skills and the ability to recall number facts.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good. Standards in reading, writing and mathematics are above average at the end of Year 2. In 2007, at the end of Year 6, standards in English, mathematics and science were broadly in line with national averages. Pupils' performance in mathematics is lower than in the other two subjects because of limitations in recalling number facts and difficulties with problem solving skills. The school recognises this and is putting strategies into place for improvement. Inspection findings, and the school's own statistical evidence, indicate that pupils in the current Years 3 to 6 are now making good progress and reaching above average, and improving, standards. This is because of better teaching, particularly in Year 6. All groups of pupils, including those with learning difficulties and/or disabilities, and those learning English as an additional language, are making equally good progress because they are given good support.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. An excellent assembly on the theme of round the world in 80 days, given to Years 3 to 5 by Year 6 pupils, illustrated this. Pupils have a strong sense of right and wrong and an awareness of the needs and feelings of others. They are polite and well behaved in and around the school. They enjoy managing the fruit shop, and taking on other duties where they can exercise their independence, such as 'Playground Partners'. Pupils enjoy lessons, are enthusiastic in class and want to do well in school. They are very familiar with the school's rules regarding safety and carry these out well. Pupils try to keep themselves healthy with exercise and eating healthy food. They make a good contribution to the school and wider community. Members of the school council, for example, are involved in fundraising activities for those less fortunate than themselves. Skills in literacy, numeracy and ICT, together with the way pupils work effectively together, prepare them well for the next stage of their education and life in general.

## Quality of provision

### Teaching and learning

#### Grade: 2

Pupils work hard and learn effectively because they like their teachers. Good relationships between staff and pupils and good behaviour management underpin the calm and purposeful atmosphere in classrooms. Staff work well together to plan and organise work. Teachers share their expertise effectively and most value the advice and support of more experienced or knowledgeable colleagues. Common approaches to planning and assessment help teachers to access information easily and so target the learning needs of individual pupils. Teachers successfully support the language development of those pupils learning English as an additional language. Teaching assistants provide good support for individuals and groups, especially pupils with learning difficulties and/or disabilities. The strongest teaching is characterised by consistently high expectations of all pupils, a fast pace to the lesson, and interesting and lively explanations. On the few occasions where these key elements are less obvious, pupils make steady progress, but do not move forward as fast as they could do.

### Curriculum and other activities

#### Grade: 2

Pupils enjoy the good curriculum that clearly captures their interest and imagination, and as a result, the majority of pupils work with enthusiasm. The introduction of the Creative Learning Journey has enriched the curriculum considerably by highlighting links between different subjects. Pupils say they enjoy this way of learning rather than, for example, simply studying history or geography on their own. Provision for ICT is good and enables pupils to achieve well in the subject. The school's good personal, social and health education programme is having a positive impact on behaviour and the way pupils treat each other. Pupils enjoy the wide range of after school clubs, and there is a good variety of visits and visitors, making the curriculum more interesting. Pupils from Year 6 are greatly looking forward to a trip to North Wales and the experience of adventurous activities.

### Care, guidance and support

#### Grade: 2

The school takes good care of its pupils. Pupils know that they can talk to their teachers and other adults about any problems they have. Arrangements to ensure pupils' health and safety, including child protection, are effective. Pupils feel safe and secure in school and mostly eat healthy food at lunch and playtimes. Support for pupils with learning difficulties and/or disabilities, and for those with English as an additional language, is good. As a result, these pupils are able to work well in class, in small groups and individually, to make good progress. The academic support and guidance that all pupils receive is good. The school has relatively recently introduced good assessment procedures. These are not yet fully refined, but are proving effective. Older pupils are aware of their targets and what they need to do to move forward. Teachers' good marking is helpful to pupils, showing them how well they are doing and how to improve their work.

## Leadership and management

### Grade: 2

The headteacher and deputy headteacher lead a strong team who work well together, and are all equally committed to raising standards. This ensures that the school's leadership and management are good. The successful teamwork has had a marked impact on the school's development. Good self-evaluation ensures that the school knows its strengths and areas needing improvement. Well informed governors, who give strong support yet challenge when necessary, are an important part of this team. Leadership roles are being developed well and subject leaders are beginning to play a greater part in the school's management. There is good leadership of the Foundation Stage, of support for pupils with learning difficulties and/or disabilities, and those learning English as an additional language. There is a clear commitment to inclusion with everyone able to benefit from what the school offers. The quality of teaching and learning is monitored carefully and is leading to improvements in pupils' progress, especially in Years 3 to 6. Nevertheless, there are still some inconsistencies between classes. Overcoming these, features in the school's planning and is already having a positive impact. The school works well with the local authority and outside agencies to enhance its provision. Realistic and challenging targets have been set based on analysis of pupils' attainment and progress. They are being well used to raise standards, particularly in mathematics.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

23 November 2007

Dear Pupils

Inspection of Finham Primary School, Coventry, CV3 6EJ

Thank you for making us feel so welcome at your school. You were very friendly and helpful, and we really enjoyed being with you.

Yours is a good school. Here are some of the reasons why we think that.

- You make good progress in your work and the way that you are developing as sensible young people.
- You do this because you are well taught. Staff are good at encouraging you to work hard.
- The staff and governors set you a good example by working well together as a team.
- Your teachers look for ways to make the curriculum interesting and fun. A good example of this was in your excellent Year 6 assembly. You obviously enjoy learning.
- The school is good at helping those of you who find learning difficult, or have difficulty with the English language.
- You are being encouraged to keep fit and healthy by doing plenty of exercise, and knowing what is best to eat.

We have asked the teachers to:

- make sure that they all have the same high expectations of what you are capable of achieving
- ensure that those of you in Years 3 to 6 do as well in mathematics as you do in English and science.

Thank you all for the way that you helped us. Keep working hard and trying your best.

Best wishes

Yours sincerely

Jon Palethorpe Lead inspector

**Annex B**



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Best wishes

Yours sincerely

Jon Palethorpe  
Lead inspector