

Finedon Infant School

Orchard Road, Finedon, Wellingborough, NN9 5JG

Inspection dates 17–18 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- From low starting points, pupils achieve well in reading, writing and mathematics.
- Teaching is good. School leaders closely check the quality of teaching, and use staff training to improve it further.
- Pupils are keen to learn. They have good relationships with adults and other children. Their behaviour is generally good. They feel safe in school.
- The curriculum offers a wide range of learning experiences for the pupils.
- Leaders, managers and governors know the school well and ensure that pupils' achievement continues to rise. Governors provide a high level of support and challenge as the school aims for further improvement.

It is not yet an outstanding school because

- Although progress is good, pupils' attainment by the end of Key Stage 1 is no higher than average.
- In lessons, teachers do not always use information they have about the pupils to plan lessons that fully meet their needs.
- Teachers' marking does not regularly give pupils advice on how to improve.
- Although there have been some recent improvements, pupils' attendance is below average.

Information about this inspection

- The inspector observed teaching in all classes. He observed eight lessons, three of them jointly with the headteacher, and made brief visits to several more. He examined the work in pupils' books, work on display and teachers' lesson plans.
- The inspector held discussions with pupils, staff, governors and a representative of the local authority. He also heard a number of pupils read.
- The inspector looked at a wide range of documents covering safeguarding and child protection, attendance, behaviour, pupils' progress and attainment, the work of the governing body, the school's self evaluation and improvement plan, and the monitoring of teaching quality.
- He considered nine questionnaires completed by staff. He also took into account the views of 23 parents, as expressed on the Parent View website.

Inspection team

Stephen Palmer, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than most primary schools.
- The proportion of pupils supported through the pupil premium, including those eligible for free school meals, is slightly higher than average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is higher than average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well below average.
- The school is in a federation with the local junior school. The headteacher and governors are in charge of both schools.

What does the school need to do to improve further?

- Raise standards and help pupils to learn at a faster rate, especially in writing and mathematics, by:
 - making more consistent use of the information teachers have about how well pupils are doing to match activities more closely to every pupil's needs
 - giving pupils regular advice when teachers mark their work on how to improve it.
- Work with parents and the community to improve rates of attendance to at least national average levels.

Inspection judgements

The achievement of pupils is good

- Children join the Reception Year with knowledge and skills which are much less developed than those expected for their age. Good provision in the Reception Year enables most children to narrow this gap. However, when they begin Key Stage 1, their skills and understanding are still below what would be typically expected, especially as the school has a higher than average proportion of disabled pupils and those who have special educational needs.
- Pupils make good progress as they mature so that, by the end of Key Stage 1, their attainment in reading, writing and mathematics is broadly in line with the national average, as shown by the provisional results of the 2013 National Curriculum assessments. Of this cohort, 38% were disabled pupils or those who have special educational needs. The rest of the pupils attained higher levels than similar pupils nationally. School data show that the pupils currently in Year 1 are set to attain higher standards.
- The school had recognised the need to improve the writing skills of boys, and put in place effective measures to raise their attainment in 2013. Boys' skills and understanding in mathematics also improved, which contributed to an overall rise in the proportion of pupils achieving Level 3 in this subject.
- The pupils eligible for the pupil premium benefit from well-tailored, one-to-one and small-group activities provided by the additional funding. As a result, these pupils achieve well, and reach standards which are in line with those of their classmates. The gap between the performance of eligible pupils and that of their peers was eliminated from 2011 to 2012. In 2011, pupils in Year 2 known to be eligible for free school meals were more than a year behind their classmates in reading, writing and mathematics. In 2012, the pupils known to be eligible for free school meals were ahead of their classmates.
- Disabled pupils and those who have special educational needs do well, from often very low starting points, because teachers identify their needs swiftly and accurately and give them good support and guidance.
- Progress in reading is good, and many pupils, including the less able, said that they enjoyed reading. Pupils show greater confidence in applying their knowledge about the sounds that letters make because of improvements in teaching.
- Pupils write for a wide range of purposes. The examples of pupils' written work seen during the inspection show that pupils use their writing skills well through their work in other subjects.
- Many pupils show well-developed speaking skills and they express their ideas confidently; most are good listeners.

The quality of teaching is good

- Teachers insist on good behaviour and effort from the pupils. They have good knowledge of their subjects and explain things clearly. As a result, pupils settle to work well, and try to do their best.
- Teachers monitor pupils' progress during lessons. They ask appropriate questions and use other

prompts to deepen pupils' understanding, as well as to clear up misconceptions.

- Teachers regularly give the teaching assistants clear guidance on their role, which enables them to make a constructive contribution to pupils' learning, especially for those pupils with special educational needs.
- Pupils use the skills they have learned in literacy lessons in other subjects. As a result, they have a wide range of opportunities for writing.
- Teachers in the Reception classes offer a wide range of learning activities to develop children's skills, knowledge and understanding. There is a good balance of the activities led by adults, and those activities in which pupils can learn by themselves or alongside their peers.
- Reception class teachers keep accurate and comprehensive records of what the children can do and what they need help with, so that they can plan the next steps in their development.
- Planning is generally good, with teachers having a clear idea of what they want pupils to achieve. However, on a few occasions, they do not use the information they have about how well the pupils are doing to make mathematics and writing lessons as challenging as they could be for some of the pupils.
- Teachers mark pupils' work frequently and diligently, but do not regularly give them advice on how to improve it.

The behaviour and safety of pupils are good

- Pupils are keen to learn, and most try hard to meet the challenges offered to them. There is an atmosphere of mutual respect in classrooms. As a result, pupils have the confidence to try, even at the risk of not succeeding first time.

At playtimes and around the school, pupils behave appropriately, and the overwhelming majority respond well to instructions and requests from adults.

- Pupils in Key Stage 1 show good manners and consideration for others. In the Reception classes, teachers and other adults regularly promote these qualities to good effect.
- Pupils very willingly take on jobs and responsibilities. For example, they are proud to serve on the school council. Pupils respond well to opportunities to help people less fortunate than themselves through charity fundraising events.
- Most pupils have a good understanding of bullying, but a few confuse it with arguments or 'falling out'. In Parent View, a very small number of parents expressed concerns about bullying, although there is no evidence in school records or in conversations with pupils to support this view.
- The school is successful in keeping pupils safe. Pupils are beginning to have an understanding, appropriate to their age, of how they can keep themselves safe.
- Behaviour management is good. The school keeps records of incidents, which describe the nature of the incident and the actions taken. The school's behaviour policy is consistently applied and, as a result, pupils' behaviour is good.

- Pupils who find it difficult to settle into school life are supported well, and are managed with skill and sensitivity by adults.
- Leaders and governors are working with parents to raise attendance. There has been some improvement in the most recent figures, especially in the reduction of persistent absentees. However, attendance remains below that of most schools and the school is determined that parents understand the detrimental effect on children's progress of too much absence.

The leadership and management are good

- School leaders and governors are ambitious for the school. The school has a positive, respectful environment in which all can learn and develop.
- School leaders regularly check the school's performance, looking at pupils' progress and the quality of teaching, so that they can make plans to improve the school. They use national standards as a benchmark by which to measure the school's performance.
- School leaders keep a close eye on the quality of teaching and set targets for teachers to improve their work where necessary. This process has resulted in improvements in teaching over time.
- The school teaches subjects through interesting topics and themes. These enable pupils to make links across the different subjects, and promote their spiritual, moral, social and cultural development. The curriculum is enriched by special events, visitors and charity fundraising.
- The school checks on the progress of all pupils, including the performance of disabled pupils and those who have special educational needs, and those who are supported by pupil premium funding. As a result, all groups of pupils are helped to achieve well.
- The school works with an educational trust and a local group of schools to make improvements, such as improving the accuracy of teachers' assessment and developing techniques in teaching. Termly visits by the staff from the local authority have been effective in validating the school's view of the progress of pupils and the quality of teaching, as well as offering support and guidance in the school's efforts to work with parents to improve attendance levels.
- Most parents feel that the school helps their children to do their best.
- **The governance of the school:**
 - The governors have a good knowledge of the school's strengths and weaknesses. They keep an overview of how well pupils are doing, and know how well the school is performing in comparison with other schools. They challenge the leaders of the school about any areas where the school is not doing well enough. They are not afraid to challenge decisions and ask searching questions in order to secure the best for pupils.
 - Governors keep themselves informed about the overall quality of teaching. They are fully aware of the need to align teachers' performance in the classroom with their pay rises and promotion. They support the way the teachers' performance is managed and know about how the school rewards good teachers and tackles any underperformance.
 - The governing body makes sure that the pupil premium is used to boost the achievement of eligible pupils.
 - Governors have recently written a governor development plan to look at ways in which they

can improve.

- Governors ensure that the school’s safeguarding arrangements meet current national standards. They make sure that all adults who work with pupils are checked for suitability, and that pupils are kept safe.

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	121869
Local authority	Northamptonshire
Inspection number	412608

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	131
Appropriate authority	The governing body
Chair	Malcolm Peet
Headteacher	Avril Wise
Date of previous school inspection	12 May 2010
Telephone number	01933 680467
Fax number	01933 680467
Email address	Head@finedon-inf.northants-ecl.gov.uk

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