

Inspection of a good school: Finham Primary School

Green Lane, Coventry, West Midlands CV3 6EJ

Inspection dates: 19 and 20 June 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Sarah Bracken. This school is part of 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. Mark Bailie is also the executive headteacher and is responsible for this school and seven others.

What is it like to attend this school?

Pupils flourish at this highly inclusive school. The school sets out five core values for pupils to live by. These are teamwork, respect, integrity, enjoyment and discipline. Pupils apply these values in their daily learning and relationships. The result is a harmonious, welcoming school. Pupils enjoy their time here.

Pupils' behaviour is exemplary. They are polite and considerate to each other. Pupils of all ages play happily together. Relationships are based on trust. The school acts quickly to resolve any issues of bullying. Pupils feel safe and secure in school.

The school is relentless in its pursuit of providing a high-quality education for all. Pupils take joy in learning. They especially love learning outdoors in the school's extensive fields and woodlands. Pupils make strong progress across all subjects and achieve exceptionally well. This includes those pupils with special educational needs and/or disabilities (SEND). Many pupils achieve standards above those expected for their age.

Pupils enjoy frequent visits to local areas of interest, theatres and residential trips. They are proud of their fundraising work for charities, such as Children in Need. They benefit from an extensive range of clubs, including, sports, engineering, cooking and pottery. These opportunities prepare pupils well to become active, caring citizens.

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

Everyone involved with the school strives to ensure that pupils have rich opportunities to grow, excel and be challenged. The curriculum sets out the precise knowledge, skills and vocabulary that pupils need. Spoken language is prioritised with good effect. For example, in physical education, staff encourage pupils to use subject-specific vocabulary, such as agility, technique and control. In mathematics, pupils are encouraged to reason, speculate and explain their thinking. This supports their learning and self-confidence.

Assessment information is used extremely well at all levels. This is a key strength of the school. The curriculum is adapted when necessary to ensure all pupils remember and build on their previous learning. Pupils have many opportunities to revisit and secure their knowledge and understanding.

The school works closely with the trust and a range of external associations to provide focused and highly effective professional development. This is much appreciated by all staff. They have strong subject knowledge. They continually check pupils' understanding and provide the right support at the right time.

The school works hard to ensure the early and accurate identification of pupils with SEND. Staff adapt learning skilfully and use resources effectively so that these pupils access all parts of school life and achieve well.

Children in early years get off to a very strong start. Staff are experts at developing children's language and communication skills. Children learn to use mathematical vocabulary, such as odd and even, as they explore number patterns. They have many opportunities to practise their learning. For example, they use what they know about numbers and mark making as they create and play in the outdoor pizza hut. They are very well prepared for key stage 1.

Staff are well trained in teaching phonics. They are highly confident and consistent in their delivery and assessment of the school's programme. The school is quick to spot any pupils who need extra help with reading. Almost all pupils achieve very well in phonics and soon become fluent readers. Handwriting is taught alongside reading. However, the delivery of this is not as consistent as the early reading programme. As a result, some children are not learning good early writing habits as quickly as they could.

Class reading books are selected to ensure increasing challenge and diversity. This furthers the school's commitment to inclusion and supports pupils' comprehension skills. Pupils love the library and show a passion for reading. Most pupils read widely.

Outdoor learning is incorporated into the curriculum. For example, pupils are eager to share their knowledge of the habitats and micro habitats in the school's woodlands. This is a good foundation for later work when they research and classify animals from a broad range of habitats. These well-planned opportunities support pupils' learning and love of science.

The school places a strong emphasis on pupils' personal development. Pupils are taught about world religions, beliefs and cultures. They have a mature understanding of equality and protected characteristics. This underpins the school values and inclusive ethos. Pupils are well prepared for life in modern Britain.

There is a shared ambition between the school and the trust. Staff feel that their workload is well managed. They feel valued and are proud to work at this thriving school. Knowledgeable governors and trustees are committed to their roles. They help to make the school the exciting and successful place it is.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's approach to teaching handwriting is not as consistent as other aspects of the English curriculum. This means that pupils do not always get into good habits of letter formation so their handwriting is not as good as it could be. The school should review and improve the approach to teaching handwriting, so pupils develop good habits in early writing.

Background

When we have judged a school to be 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 second ungraded inspection since we judged the school to be good in January 2019.

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	142700
Local authority	Coventry
Inspection number	10322889
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	461
Appropriate authority	Board of trustees
Chair of trust	Peter Burns
Headteacher	Sarah Bracken
Website	www.finhamprimary.co.uk
Date of previous inspection	15 January 2019, under section 8 of the Education Act 2005

Information about this school

- Finham Primary School is part of Finham Park multi academy trust.
- The current headteacher was appointed in September 2020.
- The current deputy headteacher was appointed in September 2021.
- The school does not use any alternative provision.
- The school manages before- and after-school provision.

Information about this inspection

- Inspections are a point-in-time judgements about the quality of a school's education provision.
- This was the first inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.
- The inspector met with the headteacher and other senior leaders. She also met with the chair and vice chair of the local governing body and members of the multi academy trust, including the chief executive officer and the chair of the board of trustees.

- The inspector carried out deep dives in these subjects: reading, physical education and mathematics. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- The inspector looked at samples of pupils' work in other subjects, including science, computing and history.
- The inspector observed a selection of pupils reading to members of staff. Other pupils were heard to read their own work during lessons.
- To evaluate the effectiveness of safeguarding, the inspector: checked the school's single central record; spoke to senior leaders about safeguarding procedures; took account of the views of 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.
- The inspector met with groups of pupils to talk about their learning and life in school. The inspector also met with parents at the end of the school day.
- The inspector considered a range of documents, including leaders' self-evaluation and plans for improvement. The inspector checked records of attendance and behaviour. The inspector also observed pupils' behaviour at playtime and lunchtime and talked to them about behaviour, bullying and welfare.
- The inspector reviewed responses to Ofsted Parent View and the pupil and staff surveys. The inspector also gathered the views of pupils and staff on site through discussion with these groups and from their online questionnaire responses.

Inspection team

Marilyn Mottram, lead inspector

Ofsted Inspector

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