

Folksworth CofE Primary School

Inspection report

Unique Reference Number	110812
Local Authority	Cambridgeshire
Inspection number	378180
Inspection dates	10–11 October 2011
Reporting inspector	Peter Sudworth

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	107
Appropriate authority	The governing body
Chair	Peter Cotterill
Headteacher	Caroline Adams
Date of previous school inspection	16 June 2009
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Introduction

This inspection was carried out by two additional inspectors. They observed teaching and learning in 10 lessons taught by four members of staff. They held meetings with two governors, including the Chair of the Governing Body; the headteacher; other staff; and a group of pupils. They observed the school's work and looked at a range of documentation relating to safeguarding, development planning, pupils' work and the information used to track pupils' progress. The 57 questionnaire responses from parents and carers were analysed, as were those from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress made by different groups of pupils, including those with special educational needs and/or disabilities, together with the progress of pupils generally in Key Stage 2.
- What the school is doing to address the recent fall in reading results.
- Improvements since the last inspection to the curriculum and the challenge for all pupils.

Information about the school

This is a smaller-than-average sized primary school with four classes, all of which are of mixed ages. All pupils commence the Reception class in the September following their fourth birthday. A high proportion of the children have previously attended nursery or pre-school groups. Most pupils are of White British background and very few speak English as an additional language. The percentage of pupils designated as having special educational needs and/or disabilities is below the national average. The proportion of pupils who are known to be eligible for free school meals is below the national average. The school has the Basic Skills award and also the Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Folksworth C of E Primary School provides a satisfactory education for its pupils. Pupils' attainment is above average but the progress they make from Year 2 to Year 6 is not always as good as it could be. Pupils achieve satisfactorily overall. Writing and mathematics results in the school as a whole have recently improved but reading results fell in 2011. The school has taken immediate action although it is too early to judge the outcome. Pupils now have regular reading opportunities in school and the school is asking parents and carers to give additional support at home. The school is making steady progress in acting on the previous inspection recommendations and has been trialling new curriculum materials. It has still to decide its long-term curriculum plan and a structure to promote basic skills subjects across the curriculum in order to ensure progression in all subjects. There is, however, evidence that greater attention is being paid to the different needs of pupils in the mixed-age classes but it is too early to see the full impact of this work.

Pupils make good progress in several aspects of their personal development. They have a good appreciation of healthy and safe living. Pupils clearly enjoy school and attendance is consistently above the national average. They get along well together and their behaviour is good. As one pupil said, 'I like the school because it is full of really nice people.' Pupils' understanding of cultural diversity is not so well developed and work to develop this aspect is not sufficiently well thought through and planned for.

Although teaching is satisfactory overall, it is stronger for younger pupils in the school than elsewhere because it is matched better to pupils' needs and this has a positive impact on the progress of the younger pupils. The staff have begun to provide activities that are both interesting as well as ensuring that pupils' different skills are developed. Pupils are not sufficiently aware, however, of how they can improve their work and what they should be aiming towards in developing their learning skills and knowledge.

Self-evaluation is broadly accurate but although the school's improvement planning identifies the right priorities, planning has yet to be formalised for the current academic year. Equally, although key aspects of the school's work have been reviewed, senior leaders do not always systematically evaluate the impact of their actions. The governing body is supportive and involved in many aspects of the school's work but recognises that it does not challenge and question the school effectively enough. The school has made sound progress since the last inspection in

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tackling aspects for improvement, and therefore demonstrates a satisfactory capacity for sustained improvement.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Increase pupils' rates of progress, particularly in Key Stage 2, by:
 - improving the quality of teaching further so that pupils know more clearly how they can be successful in the tasks they undertake
 - ensuring that pupils are aware of their next steps in learning and the requirements for the next stage of the National Curriculum in reading, writing and mathematics
 - sharing this information with parents and carers so that they can play their part in their children's learning development.

- Inject a greater sense of urgency to secure continual improvement so that:
 - the school development plan is completed on time
 - the success of different initiatives can be clearly measured
 - whole school self-evaluation is kept up to date.

- Ensure that the curriculum incorporates the progressive development of skills in different subjects.

- Help the pupils to appreciate the diversity of cultures and ethnicity in the United Kingdom and overseas by:
 - auditing the school's provision for community cohesion
 - formulating a plan for development and acting upon it.

Outcomes for individuals and groups of pupils

3

Attainment on entry to the school is above average, especially in communication, language and literacy and in the children's personal and social skills. Attainment is above the national average at the end of both key stages. Progress is more rapid in Key Stage 1 than Key Stage 2 where there has been some underachievement among a few average ability pupils in particular. Pupils with special educational needs and/or disabilities make satisfactory progress. The more experienced staff in Key Stage 1 use their expertise well to plan precise learning that meets the pupils' needs effectively. For example, in an English lesson for Years 1 and 2 with a focus on writing composition, separate planning and well-matched tasks were made for the different ability groups. Together with the good use of additional adult support, pupils were enabled to progress well at their individual stage of development. Handwriting skills are satisfactory, but the older pupils do not always write in a joined-up style. There was no specific evidence during the inspection of wide

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variation between the boys’ and girls’ performance.

Pupils’ good behaviour makes a positive contribution to the amount of work they accomplish. Pupils strive to do their best in lessons, and they concentrate well. Their above average attainment and good personal development prepares them well for the next stage of their education. They feel safe in school and know how to conduct themselves safely when out and about. They are aware of potential dangers and have a good knowledge of healthy living. The award of the Activemark recognises their regular engagement in exercise. Pupils eat healthily at lunchtimes. They make a satisfactory contribution to the school and wider community. While their spiritual and moral development is good, their understanding of diversity and different cultures is less well developed.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	2
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	3

How effective is the provision?

Good relationships between staff and pupils, and teachers’ calm management support the pupils’ cooperation and enthusiasm well. Lessons are suitably prepared and resources used effectively to help the pupils’ understanding. The use of large screens to display work supports the pupils’ concentration satisfactorily. Learning intentions are shared with the pupils, so that they understand what the outcome of the lesson should be. However, teachers do not always make it clear to pupils what they need to achieve and what they should include in their work so that they can assess how successful they have been. Marking is satisfactory. Written comments sometimes indicate how pupils can improve their work in the future but this is not

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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consistently applied across the school. Consequently, pupils are not clear enough about their next steps in learning and what they have to be able to do to get to the next level.

The school is trialling a new published curriculum to enhance still further pupils’ enjoyment of learning. It is too early to judge its success but there are already improved links with literacy. Pupils in Years 3 and 4, for example, planned the writing of an explanatory text about the extinction of dinosaurs successfully. In doing so they used information from videos, the knowledge gained from research and their earlier creation of scenes of a geological period with dinosaur models. The school provides a satisfactory range of extra-curricular activities and some of these contribute to the pupils’ healthy lifestyles. All pupils have two hours of physical education and this also includes swimming. The annual residential trip is a very successful element of the curriculum to which pupils eagerly look forward. The programmes for pupils who have special educational needs and /or disabilities are mapped out clearly. The most recent individual plans contain clear targets but it is too early to judge whether these are leading to more rapid progress.

The school provides a warm and welcoming environment, and provides good support for pupils and their families through counselling and other services. Satisfactory attention is given to health and safety matters. While the school has a good number of first-aid personnel, refresher training in one or two instances has not been undertaken at the appropriate time. Induction arrangements for new entrants are suitably considered and also at transfer to the secondary phase. Good links are made with external professional agencies so that any pupils with specific problems can receive extra help. The school keeps a careful watch and maintains well-documented records of pupils who may be vulnerable.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account:	
The use of assessment to support learning	3
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Leaders embed ambition and drive improvement satisfactorily. Team work is good and staff work well as a group. This is beginning to have a positive effect on the quality of teaching and learning. Monitoring of different subjects and teaching and learning are satisfactory. The headteacher monitors the quality of teaching and learning and her evaluations clearly point out areas for development with good examples of how to improve further. Staff are inducted well.

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The school development plan for the current year has not been agreed but in the past the various initiatives have been outlined satisfactorily. However, there has not been a high enough emphasis on the progress of different groups of pupils. There is not enough urgency about undertaking school self-evaluation and completing the school development plan so that it can be applied promptly to the period for which it is intended.

The governing body is satisfactory and keen to develop further. It has organised training events in the light of this. Governors took an active involvement in selecting the new curriculum and visited establishments to see it working in practice. They have also contributed well to the formulation of a new vision statement and improved outcomes. Although members of the governing body visit the school, they rely too much on the headteacher’s reports for information about the progress that the school is making. Their visits to the school are not sufficiently focused and systematic to enable them to challenge more effectively, and important issues are not always followed through systematically and speedily enough. Safeguarding is satisfactory, with the required checks made on those working with children.

Although the school has close ties with the local community and church, it has not yet carried out a formal audit or created development objectives for community cohesion to extend the pupils’ knowledge and awareness of cultural diversity. Equal opportunities are satisfactory as there is still some work to do on extending all pupils in their work so that they can achieve their full potential.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Good teaching and well-planned activities that engage the children’s interests and

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develop their thinking ensure that the children make good progress in the Reception class. Attainment at the end of the Reception year in all areas is well above average. The Early Years Foundation team works well together. A key component of the staff’s work is their constant engagement and interaction with the children. Questioning is very skilled so that the children are consistently thinking and making choices of their own. They selected their own materials to make their ‘cases’ to carry Teddy and used their own ideas in their designs. This questioning approach also develops their language skills effectively. The children get along together very well.

The setting is well managed and organised, and records of the children’s development are well maintained. Observation notes are used effectively to ensure that individuals are challenged appropriately. The staff group children of similar ability to learn letter sounds, for example. Activities promote a wealth of learning. Using frothy soap, the children talked successfully about how it felt and what it looked like and tried to make it disappear. They drew shapes in the flattened soap bubbles and then discussed the properties of the shapes they had made.

Induction arrangements are satisfactory and the school looks carefully at the information from pre-school settings. Staff meet with parents and carers to discuss children’s academic and personal development and use this information to support their initial assessments of the children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The percentage of parents and carers responding to the questionnaire was higher than is normally received. Parents and carers are very largely supportive of the school. A number of issues were raised by parents and carers and investigated by the inspection team. Some parents and carers do not feel that their suggestions are taken into consideration sufficiently well; others say they do not know enough about how to support their children at home. The school acknowledges that it can do more to further improve communication with parents and carers, particularly through its website. Parents and carers have been informed about the themes their children are studying this term.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Folksworth CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 57 completed questionnaires by the end of the on-site inspection. In total, there are 107 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	58	20	35	3	5	0	0
The school keeps my child safe	37	67	17	31	0	0	1	2
The school informs me about my child’s progress	13	23	30	53	6	11	4	7
My child is making enough progress at this school	21	37	20	35	5	9	4	7
The teaching is good at this school	21	37	23	40	9	16	0	0
The school helps me to support my child’s learning	16	28	29	51	8	14	2	4
The school helps my child to have a healthy lifestyle	26	46	25	44	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	46	25	44	2	4	0	0
The school meets my child’s particular needs	22	39	21	37	6	11	1	2
The school deals effectively with unacceptable behaviour	20	35	25	44	6	11	1	2
The school takes account of my suggestions and concerns	20	35	20	35	11	19	2	4
The school is led and managed effectively	26	46	21	37	3	5	2	4
Overall, I am happy with my child’s experience at this school	27	47	18	32	7	12	2	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 October 2011

Dear Pupils

Inspection of Folksworth CofE Primary School, Peterborough, PE7 3TY

Thank you for your warm welcome when we visited your school, for sharing your work with us and talking to us about the school. We enjoyed our visit very much. The school provides a satisfactory education for you and is trying hard to make your activities even more interesting. You reach above average standards in your work but some pupils in Key Stage 2 could make even more progress. I have suggested that the teachers give you more information about how you can improve your work and share with you what you can do to get to the next level.

At the last inspection, the school was asked to make the curriculum more interesting for you. The staff have made a sound start on this. I have suggested that they do more and ensure that you experience activities and develop skills in different subjects appropriate for your age as you grow older.

You behave well and clearly enjoy school. You get along very well together. I know how much you look forward to the residential trips. After my discussions with you and with representatives of the governing body, I realise that you could learn more about the customs and different ways in which people live. I have suggested that the school plans this into your school life.

My final recommendation is for leaders to check more regularly on how well the school is doing and make plans for improvement. You and your parents and carers have an important part to play in this process. Please continue to work hard and to look after one another.

Yours sincerely

Peter Sudworth
Lead inspector

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