

Inspection of a good school: Folville Junior School

Folville Rise, Leicester, Leicestershire LE3 1EE

Inspection dates:

26–27 February 2020

Outcome

Folville Junior School continues to be a good school.

What is it like to attend this school?

Pupils love learning in this engaging and joyful school. One pupil said, 'This is a school where things happen.' Pupils enjoy interesting activities which bring their learning to life. They behave well and have lovely manners.

Leaders try to find out the special talents and interests of each child. They plan clubs and events to build on these interests. Pupils talked about playing different sports and musical instruments, and visits out of the school. The girls' football team is about to represent Leicester City Football Club in London. Other pupils recently played music in front of Prince Charles. Pupils danced in an after-school club, while others sang with gusto.

The vast majority of parents and carers would recommend the school. They appreciate the extras provided. They also like the way their children are enjoying learning a wide range of subjects. Bullying is rare. If it happens, teachers and other staff deal with it. Pupils say they do this well. Pupils feel safe in school.

Expectations are high for everyone. All pupils have challenging books to read. Some pupils benefit from hearing someone else reading a book aloud first. Handwriting and presentation are now a strength. Almost all pupils' handwriting is attractive and stylish.

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

School leaders make sure that pupils study a broad range of subjects. Teachers plan extra activities and experiences to bring these subjects to life. They want to include everybody. They use the extra funding so that disadvantaged pupils and pupils who have special educational needs and/or disabilities can join in and learn. Some pupils are absent from school too often. They miss more than one day per fortnight on average. Specialist staff work with pupils and their families when life is getting tough. Attendance of these pupils has improved so far this year.

Leaders have made reading a priority. Pupils' achievement in reading was not improving as much as their achievement in mathematics and writing. There is a different approach now. Teachers emphasise reading skills, such as visualising and predicting. Books are well chosen. Teachers use new computer-based quizzes to check that pupils understand what they are reading. Teachers think aloud to model successful reading. Pupils say that they enjoy reading. Pupils' achievement in reading is now improving.

Pupils' achievement in mathematics and science is also improving. These subjects have well-organised plans which help teachers decide what to teach. However, teachers need more guidance about how to teach the subject skills and content. For example, in mathematics, some pupils struggle to work out the sides, or the area, of a rectangle because they do not know all their times tables yet. Leaders are not clear about what aspects of planning teachers can adapt and what is an essential piece of learning. Usually, teachers adapt the curriculum well. For example, teaching assistants offer plastic shapes to some pupils. These helps them work out the answers to problems. Science leaders have thought about scientific vocabulary. They list the important words that pupils need to know. Pupils behave very well in their lessons.

The headteacher and other leaders are very experienced. They want the school to be successful. They know that this means more than test results. They lead with integrity and they know the community well. They make sure that teachers are not overloaded with paperwork. There is time for teachers to plan exciting visits and visitors. Governors make sure that they are up to date with what is happening in school and whether it is working. They ask questions when school leaders have ideas to make sure that the ideas are good ones. Staff are proud to work at Folville Junior School.

Safeguarding

The arrangements for safeguarding are effective.

Pupils know what to do if they are worried. They understand how to be careful when using the internet. The systems for checking that adults are suitable to work with children are effective. Staff know how to report any concerns they may have. The designated leaders for safeguarding work with other agencies to make sure that pupils get the help they need. Safeguarding records are thorough.

Leaders think about how to keep the pupils safe. For example, pupils are helped to cross the road safely at the start of the school day.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has made substantial improvements to its curriculum since it was last inspected. Subject plans are still being developed, particularly for subjects other than reading, writing and mathematics. Leaders are using the national curriculum to support content choice, and plans are clear and well organised in this respect. For this reason, the transition arrangement has been applied in this case. However, plans are not yet

precise about how subject-specific skills and concepts should be introduced and developed. Leaders should continue to develop curriculum plans to ensure that, alongside their knowledge, pupils' subject-specific skills and understanding of concepts deepen and develop over time.

- Teachers are not subject specialists in every subject they teach. Occasionally, teachers make decisions to adapt the plans they had been given, which creates unnecessary difficulties for the pupils. On rare occasions, likely misconceptions are not anticipated. Leaders should be more explicit about the extent to which teachers can use their professional judgement to adapt and deviate from curriculum plans so that essential learning is not missed and cognitive overload is avoided.

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 a section 8 inspection of a good or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 20–21 April 2016.

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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	120034
Local authority	Leicester
Inspection number	10121258
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	371
Appropriate authority	The governing body
Chair of governing body	Dr Caroline Skinner
Headteacher	Mr Bruce Wells
Website	www.folville.leicester.sch.uk
Date of previous inspection	20–21 April 2016, under section 5 of the Education Act 2005

Information about this school

- A new chair of the governing body has been appointed since the previous inspection.

Information about this inspection

- During the inspection, I visited classrooms to watch pupils learn. I observed pupils at breaktime and at the start of the day. I spoke with pupils about their work and their daily life at school. I looked at their work and checked how well they are learning the curriculum.
- I did deep dives in reading, mathematics and science, and also considered other national curriculum subjects by speaking to pupils and looking at some of their other work.
- I met with leaders and staff from the school. I spoke with them about the quality of education provided by the school, the pupils' wider development, pupils' behaviour and staff workload. I met with members of the governing body and a representative of the local authority.
- I scrutinised a range of key documents, including safeguarding records and published information about pupils' attainment and progress. I took account of 17 responses to

Ofsted's Parent View questionnaire, along with the school's own surveys of parents' views. I also took account of the pupil and staff questionnaires.

Inspection team

Jo Ward, lead inspector

Ofsted Inspector

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