

Inspection of Folksworth CofE Primary School

Apreece Road, Folksworth, Peterborough, Cambridgeshire PE7 3TY

Inspection dates: 2 and 3 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are happy and feel safe at Folksworth Church of England Primary School. They appreciate the high-quality pastoral support staff give them throughout the school day. Pupils know adults will listen to them and help them if they have any worries.

Pupils enjoy their lessons in a broad range of subjects. They especially like it when teachers read stories to them. Pupils read books that help them learn about different cultures. There are a range of visits and activities that pupils enjoy, such as trips to Burghley House and the opportunity to learn a musical instrument. These add to what pupils learn in lessons and provide them with new experiences. Pupils enjoy holding positions of responsibility such as librarians, eco councillors and school councillors. Elections for these positions help to develop pupils' understanding of democracy.

Pupils work hard to achieve the high expectations leaders have of them. They behave well in and out of lessons. Bullying is rare. Pupils are confident staff will help them to deal with it if it does happen. Older pupils enjoy looking after younger pupils in the school dining hall where pupils from all age groups sit and eat their lunch together.

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

Leaders have carefully planned an ambitious curriculum. They have identified the important knowledge pupils need to learn and the order in which they need to learn it. Teachers have the subject knowledge they need to teach the curriculum well. They typically present information to pupils clearly and effectively. In mathematics, for example, work produced by pupils is consistent with the planned curriculum. Pupils develop a secure understanding of what they have learned in the subject and have a good recall of important knowledge. In a small number of subjects, activities planned by teachers do not always reflect what is in curriculum plans. This means pupils do not always produce the work they should. In these instances, there are also some gaps in pupils' knowledge. Despite this, overall, pupils achieve well.

Leaders have prioritised reading. Books and stories form the starting point for the whole curriculum. Children in early years are taught sounds as soon as they start school. This helps them to learn to read quickly. Younger pupils gain a secure understanding of phonics. Staff are well trained to teach pupils how to read. Any pupil struggling with reading is quickly identified. They then receive the support they need to read fluently. Pupils have access to a wide range of different stories and non-fiction books. This helps to develop their love of reading further.

The special educational needs coordinator ensures that staff accurately identify the needs of pupils with special educational needs and/or disabilities (SEND). Well-trained staff provide specific and targeted support for these pupils. Leaders also target resources effectively, such as dyslexic-friendly books, towards pupils who

need them. As a result, pupils with SEND access the full curriculum and achieve well.

Children in the early years make a good start to school. Early mathematics is taught well, and children quickly develop their understanding of numbers. There are opportunities for children to experience all areas of the early years foundation stage curriculum. Children achieve well in all areas. They develop their language and vocabulary skills through activities such as collecting and describing autumn leaves. Staff teach children how to be independent, and they quickly learn the routines of the school day.

All staff have high expectations of pupils' behaviour. Leaders have recently introduced a new approach to promoting good behaviour. Staff, pupils and governors clearly understand this approach. Pupils behave well in lessons and during breaktimes and lunchtimes. They look after each other and show each other tolerance and respect. Pupils understand how to live healthy lifestyles. They know why healthy eating and exercise are important. Pupils know what healthy relationships are. They know the importance of treating people who are different from them equally. Relationships between pupils and adults are extremely positive.

Leaders, including those responsible for governance, know what the school does well and what it could do better. Governors support and hold leaders to account effectively. Staff are proud to work at the school and appreciate how leaders support their well-being. Some subject leaders are new to post and have not routinely monitored their subjects. The curriculum is not always implemented as leaders intend, and there are some inconsistencies in the quality of pupils' work.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff are well trained to identify concerns about pupils' safety. Staff understand how to report concerns and do this in a timely manner. Leaders keep accurate records relating to safeguarding. They quickly seek help from other agencies for pupils who need it. Leaders complete all required pre-employment checks on adults in the school. Governors ensure they accurately check safeguarding procedures in the school on a regular basis.

Pupils understand how to keep safe and recognise risks. They know there are adults in school they can talk to if they are worried or have concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not always teach the planned curriculum consistently. This means some pupils have gaps in their knowledge and do not

produce the quality of work they are capable of. Leaders must ensure that teachers effectively teach the planned curriculum across all subjects so that pupils have a more secure understanding of what they have learned and produce work which reflects what they are capable of.

- Some subject leaders are new to post and have not routinely monitored their subjects. This means they have not picked up on the inconsistencies in the quality of pupils' work. Leaders must ensure all subject leaders are well trained in how to lead their subjects, so they are able to accurately monitor, and hold teachers to account for, the quality of the curriculum from early years to Year 6.

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](#)' 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	110812
Local authority	Cambridgeshire
Inspection number	10240993
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	93
Appropriate authority	The governing body
Chair of governing body	Clare Kirk
Headteacher	Michelle Norbury
Website	www.folksworth.cambs.sch.uk
Date of previous inspection	10 December 2019, under section 8 of the Education Act 2005

Information about this school

- Folksworth CofE Primary is a voluntary controlled Church of England school. The most recent inspection of its religious character under section 48 of the Education Act was in November 2016 and it will receive its next inspection within eight years of that date.
- Folksworth CofE Primary is a much smaller than average school.
- The school introduced a new leadership structure in September 2022.
- The school runs before- and after-school care for pupils.
- The school does not make use of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders

and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: reading, mathematics, science and religious education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors scrutinised safeguarding policies, the school's record of background checks of adults at the school and a sample of child protection files. Inspectors also spoke with governors, leaders and staff about safeguarding practices at the school.
- Inspectors held meetings with the headteacher, the special educational needs coordinator, subject leaders, staff, governors, a representative from the local authority and pupils.
- Inspectors reviewed a range of documents, including behaviour logs, bullying records, attendance records, pupil records, minutes of governor body meetings, records of governor visits to the school, school improvement plans and school policies.
- There were 37 responses to the Ofsted online survey, Ofsted Parent View, which were considered, alongside 25 free-text responses. Inspectors also spoke to parents at the beginning of the school day.
- There were 66 responses to the pupil survey. Inspectors also spoke to pupils throughout the inspection to gather their views.
- There were 12 responses to the staff survey. Inspectors also spoke to staff throughout the inspection to gather their views.

Inspection team

Michael Williams, lead inspector

His Majesty's Inspector

Fiona Webb

Ofsted Inspector

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