

INSPECTION REPORT

FOLKSWORTH C OF E SCHOOL

Folksworth, Peterborough

LEA area: Cambridgeshire

Unique reference number: 110812

Headteacher: Mrs J M Brearley

Reporting inspector: Mr Dennis Maxwell
8798

Dates of inspection: 7/2/00 - 8/2/00

Inspection number: 188449

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior school
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Apreece Road Folksworth Peterborough
Postcode:	PE7 3TY
Telephone number:	01733 240562
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Appropriate authority:	Cambridgeshire
Name of chair of governors:	Mr Richard Lee
Date of previous inspection:	07/05/1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Folksworth C of E Primary School is a small village school with 103 boys and girls aged 4 to 11 years. Most children come from Folksworth village or nearby villages, although several children have come from a further distance recently as a result of parental choice. The pupils' attainment on entry to the school is a little above average. Thirteen percent of pupils are on the school's register of special educational needs and no children currently have statements of need. Pupil mobility is high at around 20 per cent. The school has no pupils eligible for free school meals. All children come from white, UK heritage cultural backgrounds.

HOW GOOD THE SCHOOL IS

This is a successful school with a positive learning ethos created by the professional leadership of the headteacher and the dedication of all staff. Standards in the national tests at the end of Key Stage 1 in June 1999 were well above the national average in reading, writing and mathematics. Standards at the end of Key Stage 2 were very high in English and science, and above average in mathematics in comparison with national averages. The quality of teaching is good at Key Stage 2 and satisfactory at Key Stage 1 overall. Under the effective leadership of the headteacher and governing body the school has made satisfactory improvements since the previous inspection in the matters raised then. There have also been significant improvements in the quality of education, the facilities and the buildings as a result of good management and vision. The pupils make good progress through the school, standards are high at the end of Key Stage 2 and the school provides good value for money.

What the school does well

- Leadership and management are very good.
- The monitoring of teaching and the quality of provision is good.
- The governing body's evaluation of the school's performance is good, being thorough and well managed.
- Teaching is good, particularly at Key Stage 2, which motivates pupils and promotes high standards.
- Standards are high in English and science at the end of Key Stage 2, and good in mathematics.
- The quality of learning and pupils' attitudes are good.
- Attendance is well above the national average.
- Provision for pupils with Special Educational Needs is very good.

What could be improved

- The preparation for pupils to live in a diverse, multi-cultural society

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1996. Since then the school has made satisfactory improvements in the key issues identified at that time. Under the effective leadership of the headteacher and governing body the school has also made substantial improvements to other aspects of its work.

The quality of classroom management and teaching is more consistent through the school, although it remains most effective at Key Stage 2. There is now good progression and continuity in all subjects, supported by well-prepared schemes of work, apart from in design and technology. There are now good procedures for planning, evaluation and assessment. The behaviour policy is implemented consistently. The safety issue of the school pond was resolved immediately following the previous inspection.

The school has made good improvements to the building by creating a group room that allows greater flexibility in teaching arrangements. The space for Information Communication Technology (ICT) has been improved to create good working conditions for the pupils with high quality ICT facilities. The children under five now have a secure area for outside play. There is a good school library. The school grounds have been the focus for development as a learning environment for the past two years with good improvements planned. The problem over drainage to the school field has not been resolved. There is an increase in accidents when pupils are confined to the playground, pupils fall in the mud, and outside games are affected.

The headteacher has introduced good procedures for monitoring the quality of teaching that have helped staff professional development by identifying aspects for improvement which are also generally consistent with those noted by the inspection team. The procedure for reviewing subject policies and schemes of work is good. The process of preparing the school development plan is thorough and includes all staff and governors. Provision for pupils with special educational needs is very good, and support staff are used well in providing thoughtful support.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A*	A	A*	A*
mathematics	A*	A	B	D
science	A*	A	A	B

Key

well above average A

above average B

average C

below average D

well below average E

The results for the national tests in English at Key Stage 2 in 1999 were very high and came in the highest 5 percent nationally. Standards at the end of Key Stage 2 were very high in English and science, and above average in mathematics in comparison with national averages. In comparison with schools in similar contexts the proportion of pupils reaching level four or above in English and science was very high, while for mathematics it was average. The year group cohorts are relatively small so standards are liable to variation. The trend in the school's performance is broadly in line with the national trend, although well above it. The school's marking policy is developmental by identifying targets for all pupils that are realistic but challenging. The standard of English through the school is good with examples of very expressive poetry and other writing in Year 6.

Standards are good overall across the curriculum and match expectations for the pupils appropriately. Some artwork shows a high level of talent and several pupils have good skills in many subjects, such as ICT, mathematics and geography. There are good examples of cross-curricular work in ICT. Currently, less attention is given to investigational aspects of mathematics as the school introduces the Numeracy strategy.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils' attainment is increased because they enjoy their tasks and take a good interest in them.
Behaviour, in and out of classrooms	Pupils are well behaved, and there is no evidence of bullying.
Personal development and relationships	Relationships and personal development are good.
Attendance	Very good, and well above the national average.

Pupils' attitudes to school and their work are good so that standards are promoted well. Pupils enjoy the activities and at Key Stage 2 often show high levels of interest and involvement. They listen attentively and sustain concentration well. A few pupils at Key Stage 1 are less attentive. Pupils through the school are well behaved. Discussions about class rules help the children to internalise expectations, particularly amongst the older pupils. Relationships are good in response to encouragement by staff. Personal development is good and now pupils have opportunities to take responsibility around the school. The pupils' attendance is well above the national average, but many absences are as a result of pupils taking holidays during term time.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Not appropriate	Satisfactory	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The teaching of English and mathematics through the school is good overall. Teachers plan carefully and use effective methods, making good use of the literacy and numeracy strategies. All teachers set high expectations of the pupils for learning and behaviour. They give good attention to the teaching of basic skills in all subjects. This is particularly apparent in Key Stage 2, for example, in mental arithmetic, investigational skills in science, and research skills in English. The quality and use of ongoing assessments are good at both key stages, with good marking procedures that are carefully linked to pupils' targets.

The school has introduced a setting arrangement for English and mathematics that is broadly successful in meeting the needs of all pupils since teaching is planned carefully and matched to the pupils' attainments. The teachers take very good account of a wide range of learning needs in decisions about pupils' groupings. The proportion of satisfactory or better teaching was 100 percent, with no unsatisfactory teaching. A few lessons have points for development, for example in the use of resources. All teaching was at least satisfactory.

Pupils sustain a good level of interest and concentration during lessons that promotes their learning well. They are making steady progress in learning new skills and, at Key Stage 2 particularly, make a good effort and want to complete the tasks well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Planning for progression and the choice of activities are good overall.
Provision for pupils with special educational needs	Good provision and support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. There is a clear moral framework. Pupils are expected to collaborate during several tasks, for example in Mathematics, Information Communication Technology and Science, and be responsible. There are many opportunities for cultural experience, although less for multi-cultural understanding.
How well the school cares for its pupils	Good, with many good features. The staff take good account of the children's needs in making decisions about school life and work.

The quality and range of learning opportunities are good at Key Stages 1 and 2. There is a well-balanced curriculum through the school. Activities for the under fives are differentiated down from tasks for other pupils in the class. All pupils have very good equality of access to the curriculum, which is enhanced through the setting arrangements for English and mathematics. The curriculum meets statutory requirements. There is good provision for pupils' personal development, but not for their multi-cultural understanding. There is very good provision for extra-curricular activities, including music and sport.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has effected substantial change and improvement in partnership with all staff and the governing body.
How well the governors fulfil their responsibilities	The governing body takes a full and active part in the life and management of the school.
The school's evaluation of its performance	Good. The school has very good procedures for monitoring teaching and standards.
The strategic use of resources	Good. The staff, learning resources and facilities are deployed well in support of high standards.

The headteacher and governing body provide very good leadership. They have planned for and managed a range of good improvements in recent years that enhance the pupils' learning. The governing body has a good understanding of the strategic responsibilities of forward planning, considering value for money and evaluating the effects of their decisions. The school has very good procedures for monitoring teaching and for supporting staff professional development so that teaching approach and skills are considered. The school also analyses strengths and weaknesses in test performance, making good use of the information. The school uses the facilities and buildings very flexibly and to good effect through the setting arrangements for English and mathematics. In planning new developments, the governing body looks to gain the best value possible, taking account of cost as well as the pupils' quality of experiences.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel that their children like school • They think that their children are making good progress • They find behaviour is good • They believe the teaching is good • They think the school expects the children to work hard • Their experience is that the school is led and managed well. • They consider that the school helps the children to become mature and responsible. • They think the school provides an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • A few parents feel progress by the children is not good. • A few parents do not think the children get the right amount of homework to do. • Several parents do not feel well-informed about how their children are getting on. • A few parents do not feel that the school works closely with them.

The inspection team concurs with the positive views expressed by parents. On the matter of progress, the inspectors think that children make good progress through the school, resulting in overall high standards by Year 6. In relation to setting homework, there is a school homework policy, a variety of tasks is given that are more demanding for older pupils but the school should clarify homework expectations to parents. Parents are offered three parents' evenings during the year to discuss their child's progress, and the school has good procedures to make further appointments when asked. The inspectors consider that the school's arrangements are reasonable. The evidence available suggests that the school does work closely with parents and that the school is a good focus for community activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Leadership and management

1. The headteacher and governing body have had a clear plan for improvement over the past few years. They have been successful in establishing several good procedures to assist the monitoring and evaluation of the work of the school. For example, the school carries out thorough assessments of the pupils from Year R to Year 6, so that progress and targets are monitored closely.
2. The process of school development planning is good. All staff and the governing body are included in clear procedures that identify priorities for action with careful budgeting.

Monitoring of teaching and provision

3. The headteacher has introduced good procedures for monitoring the quality of teaching that have helped staff professional development by identifying aspects for improvement. The literacy and numeracy strategies have been a particular focus.

The governing body evaluates school performance

4. The governing body has good procedures to make focused visits. The information gained is used well to inform their decisions about further improvements. Governors, together with staff spend considerable time analysing test performance before setting challenging targets.

Teaching at Key Stage 2 is good

5. Teachers at Key Stage 2 in particular, have good knowledge and understanding that is shown through their discussions and purposeful teaching. They set high expectations of the pupils and carry out thorough assessments that inform further teaching well. There are examples of good teaching throughout the school.

Standards are high in English and science particularly at the end of Key Stage 2, and good in mathematics

6. The approach to English, including the work of the literacy strategy, provides high quality experiences that have a good effect on pupils' expressive language. The good textual analysis and rich range of texts studied is effective in supporting both pupils' basic skills and their wider imagination. The good attention to investigational science provides a very good basis for pupils' knowledge and understanding. The good focus on numeracy and reasoning in mathematics supports attainment well.

Attitudes to learning are good

7. Most pupils quickly become interested in the tasks. They are keen to contribute answers and ideas in class. Most pupils sustain concentration well, particularly by Years 5 and 6, which supports their attainment well. The teachers set high expectations, and the reward system motivates pupils to work hard and achieve.

WHAT COULD BE IMPROVED

Multi-cultural education.

8. The school makes quite good provision for pupils' cultural interests through a range of visits and visitors to the school. For example, children visit museums and places of interest and the theatre. Artists and musicians visit the school on a regular basis to work with the pupils or give concerts. The local vicar visits the school regularly to take assemblies. They also have occasional visits from members of minority ethnic groups. However, there is little experience offered that prepares pupils for the demands and responsibilities of living in a diverse, multi-cultural society.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

9. In order to make provision more consistent and extend pupils' experiences, the headteacher and governing body should:

Improve provision for pupils' multi-cultural education by:

- a. Reviewing the present practice and provision;
- b. Preparing a policy with appropriate guidance;
- c. Making resources for the initiatives available;
- d. Monitoring the quality of provision once established.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

16

Number of discussions with staff, governors, other adults and pupils

6

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	7	9	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		103
Number of full-time pupils eligible for free school meals		4

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		13

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	8	4	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	8	7
	Girls	4	4	4
	Total	11	12	11
Percentage of pupils at NC level 2 or above	School	92	100	92
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	4	4	4
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	92	92	92
	National	82	86	87

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	8	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	6
	Girls	8	6	8
	Total	14	11	14
Percentage of pupils at NC level 4 or above	School	100	79	100
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	6
	Girls	8	6	8
	Total	14	11	14
Percentage of pupils at NC level 4 or above	School	86	71	100
	National	68	69	75

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	90
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.3
Number of pupils per qualified teacher	24
Average class size	25.75

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	45

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	1998/9
	£
Total income	181257
Total expenditure	185663
Expenditure per pupil	1955
Balance brought forward from previous year	20100
Balance carried forward to next year	15694

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	103
Number of questionnaires returned	57

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55.0	41.0	4.0	0	0
My child is making good progress in school.	47.0	40.0	11.0	0	2.0
Behaviour in the school is good.	40.0	56.0	4.0	0	0
My child gets the right amount of work to do at home.	18.0	61.0	14.0	2.0	5.0
The teaching is good.	51.0	47.0	2.0	0	0
I am kept well informed about how my child is getting on.	29.0	39.0	27.0	5.0	0
I would feel comfortable about approaching the school with questions or a problem.	33.0	58.0	4.0	4.0	2.0
The school expects my child to work hard and achieve his or her best.	63.0	30.0	5.0	0	2.0
The school works closely with parents.	30.0	54.0	9.0	5.0	2.0
The school is well led and managed.	66.0	30.0	2.0	0	2.0
The school is helping my child become mature and responsible.	40.0	56.0	0	0	4.0
The school provides an interesting range of activities outside lessons.	63.0	26.0	7.0	2.0	2.0