

Folksworth CofE Primary School

Inspection report

Unique Reference Number	110812
Local Authority	Cambridgeshire
Inspection number	325229
Inspection date	16 June 2009
Reporting inspector	Sue Hall

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	107
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Peter Lloyd
Headteacher	Miss Caroline Adams
Date of previous school inspection	13 July 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Apreece Road Folksworth Peterborough PE7 3TY
Telephone number	01733240562
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Age group	4–11
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Introduction

The inspection was carried out by two additional inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- whether all groups of pupils achieve equally well
- if the provision for pupils care, guidance and support results in good personal development
- whether staff make best use of assessment information to set challenging tasks if the monitoring of the work of the school is rigorous enough to identify areas for further improvement.

Evidence was gathered from observations of parts of lessons and discussions with the headteacher, senior staff, governors and pupils. Inspectors also scrutinised the responses to the parents' questionnaire, school documentation and a sample of the pupils' work. Other aspects of the school's work were not investigated in as much detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a smaller than average sized primary school serving a village near Peterborough. The number of pupils entitled to free school meals is very low. The large majority of pupils are of White British heritage and very few speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below average. The school holds Activemark and Health Promoting Schools awards. Movement in and out of the school other than at the usual time is higher than often seen, particularly in Key Stage 2. On the day of the inspection most of the pupils in Years 4, 5 and 6 were on a residential visit.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with provision in all areas being effective. Parents are generally very pleased with the education and care provided. Many mention the positive 'family' features of the small school environment where their children are known and cared for well by the whole school community. Pupils say they like the school and enjoy the range of activities available, particularly in the summer term.

Children enter the Reception class with skills, knowledge and understanding that, whilst variable, are generally above the expectations for their age. While small cohorts make it difficult to compare standards over time, pupils make good overall progress both in the Early Years Foundation Stage and in Key Stages 1 and 2. At the age of seven and eleven standards are above average. However, this does not tell the whole story as several pupils change school after the age of seven, with some going into private education or relocating, and others choosing to come to Folksworth from the surrounding area. Tracking information indicates that many of these pupils also make good progress. One parent sums up the views of others by noting her child 'has gained in confidence both socially and academically'.

The majority of pupils read well. They are well supported in their reading at home and the school has recently considerably extended the library resources to ensure pupils maintain an enjoyment of reading. Many often do well in their writing too. In recent years pupils have not done as well in mathematics. Therefore the school has put a lot of effort into improving planning for this subject and tracking information indicates standards are set to rise this year. In some recent years boys have done better than girls. However, this appears to reflect the additional needs of some pupils and there is no current indication that they achieve differently. Overall pupils from all backgrounds and of all abilities achieve well.

The personal development of the pupils is good as is their spiritual, moral, social and cultural development. There are good opportunities for reflection in some lessons and in assemblies and the school helps pupils develop an awareness of cultures other than their own. Pupils enjoy coming to school and attendance is above average. The school does much to encourage physical activity including very active lunchtimes where a good range of play equipment encourages growing levels of skills. However, there is more to do to persuade some families of the benefits of healthy packed lunches. Pupils have a good understanding of how to keep themselves and others safe in and around school. Behaviour is good overall and is often very good in lessons. Pupils think there is little bullying in school and say that the staff act quickly if anything occurs that worries pupils. They make a positive contribution to the school and local community. The role of the school council is starting to develop further through helping pupils take on greater responsibilities. With the development of their good basic skills and through growing self-confidence pupils are well prepared for their future.

The quality of teaching and learning is good. Staff manage pupils well so that lessons are conducted in a calm and purposeful manner. Teaching assistants work effectively in supporting individuals or groups which enables many to make good progress towards their individual targets. Staff plan satisfactorily to meet the needs of mixed age and ability classes. The sample of pupils' work shows that those in Years 5 and 6 make particularly good progress because activities are well matched to their differing needs. However, in some other classes the same or very similar activities are provided for all pupils, whatever their ability. This is because while

the school has good systems to check and track progress the information available is not always used to full effect to plan challenging activities.

Curriculum planning is generally good. There are strengths in the way staff enrich pupils learning through a good range of extra activities, including the keenly anticipated residential week for older pupils. Parents note how much the pupils look forward to these opportunities which support their learning and personal development. The staff also invite a good range of visitors to school and organise visits to places of educational interest. There is a good range of school clubs that also support learning. The day-to-day curriculum is generally effective although at times somewhat 'safe' and lacking vibrancy so that it does not regularly capture the pupils' imagination. Cross-curricular links are not developed to their fullest to provide exciting opportunities that really motivate pupils. The sample of recent work shows some reliance on text books or worksheets and limited opportunity for pupils to find things out through solving problems. This leads few pupils to say they really enjoy numeracy or literacy lessons.

The care, guidance and support of pupils are good and have a positive impact on their personal development. Teaching and support staff know and care for their charges well. There are effective procedures to safeguard the pupils and clear procedures for child protection. However, there are a few minor gaps in the checking of what happens in practice. While the school carries out a health and safety audit and risk assessments, these are not as rigorous as they might be. Academic guidance is good. The schools tracking system is effective in identifying the rate of progress made by all pupils and is used well to identify where additional support may be needed. There are good examples of target setting, the marking of pupils' work and of their involvement in self-assessment but these elements are not entirely consistent.

Leadership and management of the school are good. The headteacher fulfils well the dual roles of leading the staff team and a class teaching commitment. Through careful evaluation of the work of the school she has a good grasp of what works well and where further improvement is needed. Since the previous inspection the school has extended the role of subject leaders so that all staff are involved in monitoring the quality of provision. The school has a very stable teaching staff which is largely a strength although it presents challenges to ensure that the school continues to move forward. Through good links with external agencies and other schools the staff have some opportunities to observe different practices. The school works well with the local and wider community to extend pupils learning about the world they live in and has clear plans to extend the global dimension of learning. Governors are supportive and fulfil the requirements placed upon them. All these features ensure that the school is well placed to continue to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision for children in the Reception class is good. Parents are pleased by how quickly the children settle to school and how well they are looked after. The welfare of the children is a clear priority which ensures their needs are met well. Children enjoy the range of activities and particularly playing outside in the large woodland area. Many are confident, happy and articulate young learners who are keen to start school and do what their siblings and friends do. Most enter the school with skills above those expected for their age, particularly in their personal and social development, and in their speaking and listening skills. They make good overall progress so that by the time they enter Year 1 most meet, and many often exceed, the targets expected of them. Those of all abilities achieve well. Many enjoy reading activities and are able to write with a fair degree of accuracy the labels for their box model designs. Teaching and

learning are good. Staff focus well on helping children extend their early skills and ask lots of questions to prompt children's ideas. However, at times staff do not ensure that child-chosen activities are purposeful which leads to some activities lacking a clear focus. Leadership and management of the Early Years Foundation Stage are good as is the assessment and recording of children's progress. Staff work well as an integral part of the school management team which ensures that this key stage dovetails into the overall provision well.

What the school should do to improve further

- Further develop work on teaching styles and planning to ensure that all pupils are fully challenged and make further progress.
- Extend cross-curricular links to ensure that the curriculum is lively and stimulating.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

17 June 2009

Dear Pupils

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

Thank you very much for looking after us when we visited your school recently. We really enjoyed speaking to you all and meeting you in lessons, at lunchtime, in assembly and when we spoke to the school council.

These are some of the best things we found:

- The school feels like a large family where everyone knows and cares for each other well so that you are happy and enjoy your time at Folksworth.
- Most of you behave well and try hard with your work and make good progress.
- Your headteacher understands what is working well in the school and what else needs to be improved.
- There is a good range of activities for you to do out of school that make learning more interesting.

Yours is a good school. To help things to improve further we have asked that:

- Staff provide activities that challenge you more so that you can make even better progress.
- Teachers plan exciting activities that provide you with more opportunities to find things out for yourselves.

To help your school to do even better please continue to be enthusiastic and try hard with your work. You could also encourage your families to help ensure you eat healthier packed lunches. We hope those of you on the residential visit enjoyed your time in Derbyshire.

Yours faithfully

Sue Hall

Lead inspector