

Folville Junior School

Inspection report

Unique reference number	120034
Local authority	Leicester City
Inspection number	379938
Inspection dates	25–26 April 2012
Lead inspector	Marian Harker HMI

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	354
Appropriate authority	The governing body
Chair	Raj Gill-Harrison
Headteacher	Bruce Wells
Date of previous school inspection	21 April 2008
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Age group	7–11
Inspection date(s)	25–26 April 2012
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Introduction

Inspection team

Marian Harker

Her Majesty's Inspector

Earl Richards

Additional Inspector

Lynn Brewster

Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed 13 teachers and lessons, of which two were joint observations with the headteacher. Meetings were held with groups of pupils, members of the governing body, school staff, including senior managers, and a group of parents and carers. The inspectors observed the school's work and looked at a number of documents, including the school development plan, minutes of the governing body's meetings, documents relating to safeguarding and teaching records. Inspectors analysed 121 parents' and carers' questionnaires in addition to those completed by pupils and staff.

Information about the school

Folville is larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is higher than average. The majority of pupils are from White British families and the remainder are from Indian, African and other White heritages. The proportion of pupils supported by school action plus or with a statement of special educational needs is higher than average. These pupils have been identified with specific or moderate learning difficulties, or behavioural, social and emotional difficulties. The school met the minimum standards expected by the government for attainment and achievement last year.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Pupils benefit from rich curriculum experiences and good teaching so that they make good year-on-year progress across the school. The school is not yet outstanding because senior leaders have yet to ensure that teaching is consistently good or better, in order to accelerate pupils' progress even further. In addition, school improvement plans are not clearly focused on how well pupils will achieve each term in reading, writing and mathematics.
- Pupils' achievement is good. From below average starting points in Year 3, pupils achieve well and attain average levels by the end of Year 6. Disabled pupils and those who have special educational needs make good progress because they receive well-targeted teaching and support to help them to overcome their difficulties.
- The quality of teaching is good and sometimes outstanding. Good relationships between staff and pupils promote a purposeful climate for learning. Teachers routinely use assessment information to plan lessons but do not always use this information to provide pupils with feedback to extend and deepen their learning. The marking of pupils' work is regular and positive, but pupils are not always given the opportunity to respond to teachers' written comments or to improve their work.
- Pupils behave well, collaborate in shared activities, and help each other. They are polite and courteous to visitors and bring enthusiasm and enjoyment to their learning. Pupils and the vast majority of their parents and carers feel that the school is a safe place to learn.
- The headteacher and his team communicate high aspirations for pupils' achievement. Teaching and performance management are led and managed appropriately. There is a strong emphasis on promoting pupils' spiritual, moral, social and cultural development that prepares pupils well for the next stage of their education.

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What does the school need to do to improve further?

- Ensure that pupils make consistently good or better progress in all lessons and lift otherwise good teaching to outstanding by:
 - ensuring teachers make even more astute use of assessment information in their planning to provide pupils with detailed and accurate feedback throughout the lesson
 - providing explicit opportunities for all pupils to respond to teachers' feedback in marking and to improve their work.
- Ensure that school improvement plans clearly outline the school's high ambition for improvement through including details about how well pupils in each year group will progress each term in reading, writing and mathematics.

Main report

Achievement of pupils

Inspectors endorse the views of the overwhelming majority of parents and carers who believe that their children are making good progress. One parent or carer expressed the typical views of others saying, 'My son is thriving, he is valued and encouraged.' In lessons, pupils are enthusiastic and they enjoy working hard. Their attitudes to learning are positive and they behave well.

All groups of pupils make good progress so that, by the end of Year 6, their attainment in reading, writing and mathematics is average. Some groups, such as those whose first language is not English, those eligible for free school meals, or those who are looked after, make better than expected progress when compared with similar groups nationally. Since the last inspection, the school has acted successfully to improve pupils' progress in mathematics. The latest data indicate that pupils make good progress in mathematics as they move through the school. Disabled pupils and those who have special educational needs learn well in lessons because work is tailored to meet their needs and they receive good-quality and caring support in order to help them achieve their individual learning targets.

In the best lessons observed, there were many opportunities for pupils to discuss their ideas and share what they had learned. In one mathematics lesson, for example, pupils worked collaboratively to round numbers to the nearest 10, 100 or 1000 and then added them together. They explained confidently how they had worked out the answer and how they could check their answers were accurate. In one outstanding lesson, pupils demonstrated high levels of confidence when sharing their work and they read aloud with good expression.

Pupils in Years 3 and 6 who read to inspectors said that they enjoyed reading. They demonstrated well-developed skills to tackle unfamiliar words. Pupils have regular

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opportunities to read in school both for pleasure and to research topics.

Quality of teaching

Teachers are enthusiastic, and they use their good subject knowledge and humour to capture pupils' interest and inspire them to work hard. Pupils said that the lessons observed were typical and the work in their books confirmed this. The vast majority of parents and carers believe that teaching is good and make comments such as, 'We have very good and dedicated teachers who have created a warm, fun and inclusive school.' Good-quality teaching makes a positive contribution to pupils' spiritual, moral, social and cultural development, encouraging them to explore their feelings and develop empathy towards others.

Teachers set clear learning objectives and check that pupils understand what they are expected to learn. Throughout lessons, teachers clearly demonstrate how tasks should be completed and reinforce their high expectations to ensure that pupils produce good-quality work. In the very best lessons, teachers make exceptionally good use of assessment information to plan key questions to ask pupils during the lesson. Teachers then use pupils' responses to check their understanding and to provide them with feedback on how well they are doing. This very good practice is not a consistent feature in all lessons or classes across the school.

Teaching assistants support all groups of pupils effectively, including disabled pupils and those who have special educational needs, by clarifying instructions and asking pertinent questions, sometimes using a pupil's home language when appropriate. All pupils, including those at the early stages of learning English, are encouraged to work things out for themselves and acquire confidence. For example, in a good mathematics lesson in Year 3, low-ability pupils made good progress because the teaching assistant asked challenging questions to extend their learning.

Reading skills are taught systematically, and pupils develop a good range of skills to help them decipher unfamiliar words. The school rightly identified that in Year 5 boys do not read as well as girls. A project to engage boys in reading using the latest e-book technology has been particularly successful in improving their confidence as readers, their love of books and their rate of progress.

Teachers mark pupils' work regularly and, on the whole, carefully. In the best examples, teachers show pupils what they have done well and what they need to improve or learn next. However, pupils are not routinely given time to respond to teachers' marking comments or to improve the quality of their work, and this hinders their progress over time.

Behaviour and safety of pupils

Pupils behave well in lessons, around the school, in the dining room and outside on the playground. Staff have a consistent approach to managing pupils' behaviour, and pupils behave well nearly all of the time because they enjoy learning. The school has

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been successful in improving rates of attendance since the previous inspection, and the latest attendance figures are now above the national average. Exclusions are rare and there are few recorded incidents of poor behaviour. Almost all parents and carers who responded to the Ofsted questionnaire agree that there is a good standard of behaviour at the school. However, a very small minority of parents and carers believe that lessons are sometimes disrupted by bad behaviour, particularly in upper Key Stage 2. A detailed investigation by the inspection team indicates that, on occasion, a few pupils find concentrating in lessons difficult. However, lessons are rarely disrupted and any incidents are quickly sorted out by senior leaders. Almost all pupils report that behaviour is good in lessons and the school deals with bullying very well. Pupils have a good understanding of what constitutes bullying and school records indicate that any concerns are tackled robustly. Racist incidents are very rare and are properly recorded and reported.

The overwhelming majority of pupils, parents and carers report that the school is a safe and secure environment. Pupils have a good understanding of how to stay safe, particularly during the building work taking place on the school site. Parents and carers and pupils say that staff are caring and that issues are dealt with sensitively and promptly. One parent or carer expressed the views of others saying, 'The headteacher and teachers make sure the children are all taken care of and nothing is too much trouble for them.'

Leadership and management

The governing body, headteacher and senior leaders are ambitious for the school and share a vision for its continuing improvement. Since the previous inspection, pupils' progress has accelerated, particularly in mathematics, the quality of teaching has improved and rates of attendance have increased. These successes demonstrate that the school has a good capacity for improvement. Pupils' progress is regularly tracked and results are carefully analysed to check that no one is falling behind. School improvement plans are robust but do not clearly convey the school's high ambition for improvement. For example, targets are set for pupils' progress in reading, writing and mathematics for the end of the school year but the plan does not provide interim milestones to enable senior leaders and members of the governing body to track progress over a shorter period of time. The development needs of teachers are identified accurately and addressed with training and support. All staff, including the headteacher, have appropriate performance management targets that promote school improvement.

The good curriculum provides a wide range of opportunities for pupils to learn about different topics in depth, and learning links are made between different subjects. The school offers a very wide range of extra-curricular clubs, teams and activities, such as gardening, sewing, singing, first aid and football. These are well liked by pupils and take-up rates are high. Pupils' spiritual, moral, social and cultural development is good and is promoted well through off-site visits, assemblies and visitors to school.

The latest requirements for safeguarding are fully met. Members of the governing

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body are knowledgeable about safeguarding and keep a close eye on this aspect of the school's work to ensure that all pupils and staff are kept safe. The school is successful in ensuring equal opportunities for all pupils, particularly for those with specific needs, and in preventing discrimination.

The headteacher provides dedicated and passionate leadership which is moving the whole school community forward. Parents and carers are very positive about the leadership and management of the school and say such things as, 'We have a wonderful headteacher and we are very happy with the school.'

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



27 April 2012

Dear Pupils

Inspection of Folville Junior School, Leicester, LE3 1EE

Thank you for the very warm welcome you gave us when we inspected your school. We enjoyed talking to you about your school and visiting your lessons. The school council representatives do a good job on your behalf. Thank you to all of you who completed our questionnaire. You told us that you are happy at school, you feel safe, that bullying is very rare in your school and that your headteacher sorts out any problems really quickly. We could see that you all get on really well together, your behaviour is good and you look after each other. We were particularly impressed by how much your attendance has improved since the school was last inspected.

We found that Folville Junior is a good school. We have asked your headteacher, staff and governors to do a number of things to improve your school. We have asked your teachers to make sure that you all make at least good progress in your lessons by asking you questions and checking that you understand your work. We have also asked your teachers to provide you with more detailed information about how you could improve your work and to give you time to make corrections or improvements. Finally, we have asked that school's improvement plans are written in a way that is helpful to all the staff and the governing body, so they can check how well the school is doing each term.

You can help to improve your school by keeping up your good rates of attendance and continuing to work hard. Thank you for being so kind and courteous during our visit. We wish you every success in the future.

Yours sincerely

Marian Harker
Her Majesty's Inspector

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