

# Folville Junior School

Folville Rise, Leicester, LE3 1EE

**Inspection dates** 9–10 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils do not make enough progress in their writing and attainment is below average. Pupils have insufficient opportunities to write at length and practise the skills they have learned.
- Past teaching in writing has not been consistently good enough and assessments of writing quality have not been secure.
- Disabled pupils and those who have special educational needs have not made enough progress.
- The proportions of pupils making good progress do not compare favourably with national averages, especially in writing.
- Teachers do not always consider more-able pupils well enough when they plan and teach lessons.
- The quality of the marking of pupils' work as well as how effectively the school uses teaching assistants to support learning is variable.
- The yearly targets for individual members of staff are not precise enough to allow their progress in meeting them to be measured.
- While the school development plan has the right priorities, the times by which different initiatives are to be completed are inexact. The statements by which the success of the plans is to be reviewed are too imprecise.
- Reviews of the use of extra government funding, and subsequent action, are not having a sufficient impact on pupils' progress.

### The school has the following strengths

- This is a very happy school. Staff enjoy their teaching and pupils their learning. Teaching is improving because staff benefit from regular reviews of their practice. Much good teaching was observed.
- Staff take very good care of the pupils. As a result, pupils feel very safe in school.
- Pupils behave well and any problems are quickly resolved. They have a good knowledge of how to keep themselves safe.
- Staff are tackling weaknesses with a firm resolve. The senior leadership team, including the headteacher, meets regularly to keep track of pupils' progress and to resolve school issues.
- The staff work hard to engage parents in their children's education. Staff enjoy good relationships with parents.

## Information about this inspection

- Inspectors observed 21 lessons or parts of lessons, of which three were jointly observed with either the headteacher or deputy headteacher.
- Discussions took place with the headteacher, deputy headteacher, the senior leadership team, individual members of staff, a group of pupils, the Chair of the Governing Body and with a local authority adviser.
- Inspectors observed the teaching of reading and listened to pupils read.
- Samples of work were studied and also information about pupils' progress.
- Safeguarding documentation and records of behaviour were examined.
- The inspectors looked at the 15 responses to the online questionnaire, Parent View, and letters received from parents.
- The views of staff were sought and 43 responded to a staff written questionnaire.

## Inspection team

Peter Sudworth, Lead inspector	Additional Inspector
Helen Booth	Additional Inspector
Sue Calvert	Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average junior school with 13 classes.
- While most of the pupils are White British, the percentage of pupils from minority ethnic groups is higher than usually found.
- The proportion who speak English as an additional language is broadly similar to that in most schools.
- Most of the pupils are admitted from two local schools, one of which has just become a primary school.
- The proportion of pupils supported by the pupil premium, which provides additional government funding to be used for pupils who are looked after by the local authority, known to be eligible for free school meals or from families with a parent in the armed forces, is above average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is average and the proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets government floor targets. These are the minimum expectations for attainment and progress.
- One of the two joint mathematics subject leaders is a local specialist leader in education (SLE).
- A daily breakfast club and after-school club, managed by the governing body, are provided.

### What does the school need to do to improve further?

- Improve teaching further by:
  - ensuring that marking consistently provides pupils with guidance and examples of how they can improve
  - ensuring that more-able pupils are stimulated well in the opening part of lessons and that all staff plan for ability groups when the pupils are placed into ability sets
  - making sure that teaching assistants are used actively during the first part of lessons.
- Improve pupils' skills in writing, especially boys, so that they make better progress in this aspect of their work by:
  - providing more opportunities for them to apply the skills that they have learned in longer pieces of work
  - assessing the value of programmes that are being trialled for improving writing in order to judge whether they are having a benefit.
- Accelerate the progress of disabled pupils and those who have special educational needs by ensuring that there is more rigorous and regular analysis of the progress of individual pupils against their learning programmes and the targets that they have been set.
- Improve leadership and management by:
  - refining individual teachers' yearly targets by ensuring that they are more precisely worded so that the amount of success can be clearly measured
  - linking staff targets more effectively to the *Teachers' Standards*
  - ensuring that the present uncertainty about the setting of performance targets for non-teaching staff is resolved

- ensuring that the school development plan makes it clear when particular actions are due to be completed and how success is to be precisely measured, so making it easier to review the progress of the plan.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' attainment in writing is much weaker than in their reading and mathematics skills and is below average. Pupils have not been making enough progress in this aspect. The proportion of pupils making both expected progress and better than expected progress in writing is significantly lower than average. Boys are notably less successful than the girls in writing.
- Disabled pupils and those who have special educational needs have not been reaching the standards they could. This is because progress reviews against pupils' individual targets have not been sufficiently thorough so that appropriate help can be provided to support them.
- Year 6 pupils entitled to the pupil premium made less progress than their classmates in 2013. The attainment gap widened significantly from the previous year so that these pupils were two terms behind their classmates in both English and mathematics. The current progress of these pupils is better than their peers.
- When pupils first join the school, attainment is broadly average, and, in the past two years, attainment has been similarly average at the end of Year 6. Overall, pupils make broadly expected progress. Ethnic minority pupils and those whose first language is other than English make similar rates of progress to other pupils.
- Examination of school data indicates that the oldest pupils currently in the school have been making broadly expected progress with little significant difference between groups. However, progress in mathematics is not as rapid as it has been in the past.
- The proportion of more-able pupils who reached the higher level in reading and mathematics in 2013 was slightly higher than average but it was much lower than average in writing.

### The quality of teaching

### requires improvement

- Teaching has not been consistently good enough to help pupils make the progress that they should in writing. Pupils have been left with ground to make up. In particular, teachers have not been confident enough in their assessments of writing quality. Recent work within school and with other schools in assessing writing quality is increasing the security of teachers' judgements.
- Although marking is regular and up to date, only some includes comments to help pupils improve and these are rarely backed up by an example so that pupils fully understand the comments.
- In lesson introductions, more-able pupils sometimes sit through work which is too easy and so they are not challenged enough. Furthermore, in the ability sets, teachers do not always take sufficient account of the spread of abilities and often all pupils are given similar work.
- While teaching assistants are used effectively for the most part with groups and individuals, they are sometimes too inactive during the first part of lessons and do not support and encourage pupils who find the work hard.
- Limited use is made of the school's available technology to introduce new learning to pupils visually. Where used, prepared materials projected onto a screen enlivened and assisted pupils' learning. In a Year 4 lesson, the image of a monster on the screen promoted discussion about

suitable similes for different parts of the beast before the pupils drew their own monster and thought of their own similes. They gained a better understanding of what a simile is as a result.

- Many lessons are now well taught with a good balance of explanation and activity. A small amount of teaching is outstanding. Teachers manage pupils well in a calm atmosphere of mutual respect and trust. Pupils try their best as a result. They are confident to suggest answers, listen to the views of others and learn from them.
- Teachers research their lesson material well and have good subject knowledge. In many lessons, there is a good flow to the learning with good use of time and learning materials in the activities. These are used particularly well in mathematics, which helps the pupils to understand.
- Classroom walls are used well to display good tips for pupils particularly about the use of vocabulary and pupils make good use of thesauri. Pupils are clear what their writing targets are and know where they are heading with their work.
- The teaching of reading is good and pupils make good use of their phonic knowledge (sounds that letters make) when meeting unknown words.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. From the time they enter school they are surrounded by an exceptionally friendly and caring atmosphere. They quickly realise that they are valued and respected as individuals and they in turn show respect for adults and other pupils. They quickly develop positive attitudes to learning.
- Records indicate that behaviour is typically good. Pupils behave well in class, at play and at the breakfast and after school clubs. They thoroughly enjoy school.
- Pupils are courteous and move around the building sensibly and with regard for others. They take part enthusiastically in after school activities and appreciate the large range of activities in which they take part.
- The school's work to keep pupils safe and secure is good and ensures that pupils' knowledge of keeping themselves safe is good. They understand potential internet dangers. They feel safe in school and are confident that any incidents in school will be dealt with by staff. The pupils report that there is occasional misbehaviour but teachers sort it out.
- Occasional bullying and racist incidents have occurred but records indicate that this is infrequent and, when they occur, they are dealt with well.
- Pupils understand the school's disciplinary system. They work hard in lessons. Attendance is average and most pupils are punctual for school.
- Pupils are well supervised in the dining room, enjoy their meals and behave sociably.

## The leadership and management requires improvement

- Teaching staff are set annual targets but neither leaders nor the teachers can be certain whether or not the targets have been successfully met. This is because they are not worded precisely enough. They are not grounded firmly enough on the *Teachers' Standards*. The regularity of and arrangements for the reviews of administrative staff are not clear.
- The school development plan contains the correct priorities for future development but times for completion of actions are too vague. The lack of statistical data by which the objectives will be measured means that it is difficult to review progress towards meeting them.
- Subject leaders have well-defined areas of responsibility. Some are relatively new to subject or other leadership roles. While they are all fully committed to supporting the continuing drive for improvement, they do not all, as yet, have the skills to accurately evaluate the impact of teaching on learning in their areas of responsibility. They are being supported by the school's leadership and local authority to develop this necessary expertise.
- The school is taking decisive action to improve the progress of disabled pupils and those who have special educational needs through carefully matched programmes to meet different needs. However, reviews of these programmes are not yet rigorous enough nor do they include individual pupils' progress against their specific targets. The widening attainment gap between pupil premium pupils and others has not been investigated thoroughly enough.
- The school has good systems for checking on the quality of teaching. Frequent observations of teaching result in analyses of lessons, including strengths and aspects that need attention. This is resulting in an increase in the proportion of good teaching. At the time of the inspection, the SLE mathematics teacher had just gone to China to investigate mathematics teaching and to bring back ideas.
- Regular meetings of the senior leadership team ensure that matters of importance are tackled quickly. Decisive action has been taken to improve writing and a number of programmes are being trialled. Samples of work and analysis of current data indicate that these are having a positive impact.
- The curriculum provides a range of memorable experiences, including trips. On one, for example, pupils dressed up as evacuees in their studies of the Second World War. Residential visits support pupils' spiritual, moral, social and cultural development well, and this is enhanced further by many extra-curricular activities. Good spending of the primary sports funding has widened the range of sports and so more pupils are now included. The school ensures that pupils have equal opportunities to participate in activities and there is no evidence of discrimination.
- The school fosters good relationships with parents. It works hard to secure their support, helping them to understand their part in their children's education. It also works well with other local schools in sharing good practice and joint training events.
- The local authority has supported governors in their roles successfully and helped staff with lesson observation analysis. Training for literacy and numeracy leaders has benefitted their skills in interpreting data and identifying issues. Other subject leaders are now benefitting similarly.
- **The governance of the school:**
  - Governors have a good knowledge of the school's strengths, areas for improvement,

standards reached and the quality of teaching through their visits and regular meetings.

- Governors know how the pupil premium and sports grant money is spent. Some members understand data and share their interpretation of it with other governors. Governors have not ensured that the attainment gaps between those eligible for the pupil premium and their classmates are reduced.
- Safeguarding arrangements are well considered and pupils' care has a high profile. Good arrangements are made to manage the breakfast and after school clubs.
- Governors know about the appraisal arrangements in broad outline but have not ensured that the *Teachers' Standards* are reflected adequately in the targets. They know that the targets are to be linked to pay.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	120034
<b>Local authority</b>	Leicester
<b>Inspection number</b>	432154

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	357
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jo Pearce
<b>Headteacher</b>	Bruce Wells
<b>Date of previous school inspection</b>	25 April 2012
<b>Telephone number</b>	0116 2824368
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