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Mr Bruce Wells
Headteacher
Folville Junior School
Folville Rise
Leicester
LE3 1EE

Dear Mr Wells

Requires improvement: monitoring inspection visit to Folville Junior School

Following my visit to your school on 28 February 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in January 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- make sure that the recommendations and subsequent actions that come from the external review of the school's use of the pupil premium funding lead to a significant improvement in the achievement of pupils supported by the funding.

Evidence

During the visit, I held meetings with you, leaders for English and mathematics and four members of the governing body, including the Chair of the Governing Body. I also met with a representative of the local authority. We visited all classes to look at the learning that was taking place. I looked at a range of documentation, including

the school's information about pupils' progress, a sample of pupils' work and the school's action plan.

Main findings

You, staff and governors are determined to secure a good standard of education for all pupils. This is reflected in the setting of higher expectations for all groups of pupils across all classes. This is a fundamental change and you are also refining strong practices to make them even more challenging. You are making key changes to the performance management of staff, linking their performance targets to the *Teachers' Standards*. Staff accountability for pupils' achievement is now clear.

Leaders' scrutiny of teaching and learning has sharpened up since the last inspection. Their regular review of pupils' progress is detailed and based on a wide range of evidence. Consequently, leaders' dialogue with teaching staff about pupils' current achievement is robust. Actions that come from these reviews are directed at tackling underachievement quickly. The school can show that the follow-up from reviews are leading to improvements, for example in pupils' writing skills and the quality of teachers' marking. You have started some initiatives to further improve boys' writing in particular, but these need time to embed. The tracking of the progress of disabled pupils and those who have special educational needs is now much more thorough than in the past. Suitable interventions are being made and there are regular checks to make sure that these pupils' progress also improves. There is a greater push for the most-able pupils to help them make the progress of which they are capable and gain higher levels of attainment in national tests.

You are using the expertise from another school which has a proven track record in closing the gap between pupils who are supported by the pupil premium funding and their classmates. The external review of this funding has started. Governors have formed a specific group to make sure that members keep a close check on the use of the funding and its impact on pupils' achievement.

The school improvement plan includes suitable milestones and quantified measures to check the effectiveness of actions being taken to improve teaching and learning, and aspects of leadership which were deemed to require improvement.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority has facilitated the school's link with two other schools, one of which is judged to be outstanding. There are well-developed plans to share the best practices in teaching. Some collaboration between the schools is helping to make sure that Folville Junior school teachers' marking of pupils' writing work is reliable.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Leicester City.

Yours sincerely

Dilip Kadodwala
Her Majesty's Inspector