



## National Society Statutory Inspection of Anglican Schools Report

### **Folksworth Church of England Voluntary Controlled Primary School**

Apreece Road,  
Folksworth,  
Peterborough  
Cambridgeshire  
PE7 3TY

#### **Diocese: Ely**

Local authority: Cambridgeshire  
Dates of inspection: 14<sup>th</sup> November 2011  
Date of last inspection: 11<sup>th</sup> September 2009  
School's unique reference number: 110812  
Headteacher: Caroline Adams  
Inspector's name and number: Jenny Daniels 664

#### **School context**

Folksworth Primary School is smaller than average with 107 children currently on roll. Almost all pupils are of White British Heritage and are distributed between four classes. The numbers of free school meals is low and just 10% of the children have special needs. One pupil who has cerebral palsy, is especially well catered for. The vicar of the village church retired during the summer of 2011. He had been a prominent member of the governing body and led weekly collective worship.

#### **The distinctiveness and effectiveness of Folksworth as a Church of England school is good.**

Folksworth is a welcoming school at the heart of the village and is held in high regard by parents and the local community. The children exhibit very good behaviour and work alongside each other in a calm and supportive way. Good relationships exist across the school and there is a strong sense of belonging and community. The recently developed 'Peace Garden' provides a space where both the community and school can come together and provide spiritual support for one another. Stakeholders are proud of the school and talk warmly of the positive, Christian nature of the school.

#### **Established strengths**

- The school provides a very caring, nurturing ethos in which children and staff feel valued.
- The headteacher's strong pastoral leadership is embedded in Christian values.
- The school is at heart the village community and recognised for its' strong Christian foundation.

#### **Focus for development**

- To ensure the children experience and are familiar with a range of Anglican traditions.
- To embed the themes for collective worship through a more rigorous system of planning that ensures maximum impact on the children.
- To formalise the monitoring and evaluation of collective worship by the foundation governors and ensure outcomes are fed in to the SDP and shape future planning.

**The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

The Christian character of the school has a major impact on the learners. The children are polite, courteous and express an enormous pride in their school. They are particularly caring towards each other. This was evident when a disabled pupil was observed at lunch time being totally integrated into the routines of the dining hall. The children articulate how they 'look out' for each other, especially on the playground. The outdoor school environment in particular makes a major contribution to the spiritual experience of the children. The recently developed Peace Garden plays a significant role in providing spiritual support and a place of rest and tranquillity at times of sadness and difficulty. Children feel safe and are able to express themselves freely. The children talked about entering the Peace Garden to sit and think and resolve difficulties with friends. Across the curriculum, Christian values consistently encourage, nourish and challenge the social, moral, spiritual and cultural development of the pupils. The school is held in high regard by all stakeholders and provides a central focus for the Christian faith within the village. At the time of the inspection, members of the village were actively contributing to the school's Shoe Box Appeal. The children flourish as individuals under the direction and nurture of the staff, governors and the local Church. The leadership team demonstrates a passion and fervour to further embed Christian values.

**The impact of collective worship on the school community is good.**

Collective worship is overtly Christian. The themes are planned for a term in advance and follow the Church calendar, promoting Christian values and the teachings of Jesus. At the present time a different theme is covered on different days of the week. The children found it difficult to recall some themes covered, indicating that this format does not allow for the message to impact fully on pupils. The school has recently chosen to follow the Christian, 'values4schools', programme. This has yet to become embedded and adopted by all staff. Children are respectful during collective worship and keen to participate. Candles are lit and provide a focal point, although the children were unclear as to their purpose. Prayers written by the children and placed in the Prayer Box, were read out. The children were enthusiastic about the times the headteacher leads collective worship, but expressed their dislike of the weekly BBC collective worship delivered via a CD. All staff are involved in leading collective worship. Some informal monitoring is carried out by the headteacher, but this currently lacks rigour and does not involve the foundation governors. This has been recognised as an area for development. At key times throughout the year the church is used for services. The church community holds a monthly family service which is hosted in the school hall. This is very well attended by not only parishioners but also by parents and children of the school. The church has entered a time of interregnum, following the recent retirement of the vicar, but there are clear plans to involve lay ministers in the worship of the school.

**The effectiveness of the leadership and management of the school as a church school is good.**

Stakeholders speak confidently and supportively of the school's Christian values. The headteacher, well supported by the governors, is an effective leader and steers the school, upholding the Christian values at every opportunity. There are clear recruitment and induction procedures in place, which are designed to ensure new employees are sympathetic with the school's values. Governors are able to articulate their role in supporting the school. Foundation governors currently do not carry out any routine monitoring of collective worship but are determined to introduce more rigorous procedures and increase its effectiveness within the school. The local community uses the school buildings during out of school hours. Parents support the school in many practical and fund raising ventures and appreciate the 'open door' policy that exists. They are comfortable in approaching the school and feel valued. There is much support and a strong partnership with all parents and the local community. This was particularly evident when recently bereaved friends of an ex pupil approached the school to host a remembrance service in the Peace Garden. The school was able to provide a place of spiritual sanctuary at this difficult time. The school has a clear and strategic view of church school improvement and ensures that all stakeholders contribute to school improvement. The school recently reviewed its statement of purpose that incorporates the Christian ethos of the school. This statement underpins the school's recruitment procedures and all decision making processes. It is prominently displayed in the school's main entrance and on all publications and communications.