

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Folksworth Church of England VC School	
Address	Apreece Road, Folksworth, Peterborough. Cambridgeshire. PE7 3TY
School vision	
<p>‘A cord of three strands is not easily broken.’ Ecclesiastes 4:12  Inspiring a love of learning through the bonds of family, faith and friendship.  Christian values: community, compassion, friendship, courage, hope, thankfulness.  Vision statement: We believe that all people are unique and of equal worth.  As part of God’s family everyone is nurtured, valued and respected.  We provide a safe community where we give everyone the fullest opportunity to be the very best they can be.</p>	
School strengths	
<ul style="list-style-type: none"> <li>• The distinctive Christian vision underpins policies and actions. It creates a culture which enables adults and pupils to flourish and ‘be the very best they can be.’</li> <li>• Partnerships, including with the church, are strong and support the school to live out its vision. As a result, the school holds an important place in the community.</li> <li>• Relationships within the school are robust and compassionate because the Christian vision creates an ethos of respect. Consequently, adults and pupils feel valued and nurtured.</li> <li>• Seeking to meet the needs of their pupils, leaders have created a curriculum which is bespoke to the context of the school. As a result, pupils, including those with special education needs and/or disabilities (SEND) or who are vulnerable, flourish as learners.</li> <li>• The religious education (RE) curriculum is balanced and creative. Consequently, pupils develop ‘a love of learning’ about Christianity, major world faiths and world views.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Embed the spirituality policy so there is a shared understanding of what spiritual development looks like at Folksworth. This is so that it can be planned for as an intrinsic part of the curriculum.</li> <li>• Extend pupils’ engagement with global issues by providing them with meaningful opportunities to challenge injustice. This is to deepen their understanding of how their actions can make a positive difference on a wider scale.</li> </ul>	
Inspection findings	
<p>School leaders, staff and governors are proud of the carefully developed and aspirational Christian vision. Chosen to promote the importance of connections and relationships, it reflects the school’s context and place in the community. It underpins decisions made by leaders, including governors. Consequently, pupils and adults flourish. The cord of three strands representing ‘family, faith and friendship’ inspires the school to reach out and form partnerships, including with the local community. Through the vision to be the ‘best they can be,’ pupils are known and nurtured. They understand that they are unique with special gifts that the school helps them develop and learn to show respect for each other. Consequently, relationships between pupils are strong and they behave well. The vision is lived out through six values. These are well</p>	



known and, together with the vision, used as part of the everyday language of learning. Pupils confidently express how they use the values so that they treat each other well. Parents are supportive of the school and thankful for the care and encouragement their families receive. They are confident that staff and leaders listen to them and respond. Members of the governing board monitor and support the school's work, contributing to continual improvement.

Reflecting the vision, leaders have designed a bespoke curriculum which reflects the school's context and 'inspires a love of learning.' Extra-curricular activities, such as annual residential trips for Key Stage 2 pupils, provide experiences that widen their horizons. Pupils speak of opportunities such as sports, musical performances and special curriculum days, with enthusiasm. They rise to the challenges these provide. Parents comment that their children grow in confidence and develop positive characteristics as a result. Governors share leaders' ambition for pupils to succeed. There is a rigorous approach to supporting those who are vulnerable or have SEND. Interventions are put in place to remove barriers to learning. Although the school has a policy for spiritual development, there is no shared understanding of what spirituality looks like at Folksworth. As a result, opportunities are not explicitly planned for within the curriculum and can be missed.

Collective worship is an expression of the school's vision, when adults and pupils come together in the 'bonds of friendship.' It contributes to pupils' spirituality through providing times for prayer and reflection, with opportunities to sing joyfully. It is inclusive, so adults and pupils feel comfortable to take part and enjoy worship times. Planned around the Church year, pupils know and appreciate the importance of Christian festivals. Using Bible stories to illustrate the values, pupils have examples of how to apply them to their daily lives. They reflect upon the values in practical and relevant ways. Clergy enrich worship. They lead collective worship in school enabling pupils to benefit from a range of worship styles. In line with the Christian calendar, a number of services are held in church at important festivals. These promote a sense of community. Pupil worship leaders are actively involved in daily and class worship. They are proud to fulfil this role and see it as important to the life of the school. As well as enabling them to show leadership, they help others to feel part of worship. For example, through reading prayers from a special book written by fellow pupils. Classroom reflection spaces support spiritual development. Pupils use them as a focal point for prayer and quiet thinking when they need moments of calm.

Relationships within the school are strong, as pupils and adults live out the vision through the bonds of friendship. There is an inclusive, welcoming culture where differing views are accepted and valued. By showing the value of compassion for each other, adults and pupils feel loved as unique individuals and of equal worth. Pupils learn to demonstrate the value of kindness in their friendships. They understand individual needs and are accepting of difference. Wellbeing is important. Leaders make compassionate decisions to support mental health. Training is a priority. Staff are encouraged to access training to further their professional development and enhance their work in school. As a result, staff enjoy working at Folksworth school and feel 'nurtured, valued and respected.'

Partnerships are important to the school because of the vision that the separate bonds of 'family, faith and friendship' create a stronger whole. The bonds with groups such as St Helen's church, Friends of Folksworth School, the parochial church council (PCC) and the village playgroup enable the school to play an important role in the village. The partnership with Ely Diocese supports Church school improvement. Pupils are aware of the needs of others beyond the school. They know they have a responsibility to the wider world and fundraise for a variety of organisations such as Children in Need and Macmillan Cancer Research. Forgiveness and an emphasis on God's

ongoing love are central to the behaviour policy. Parents praise this approach to pupil behaviour, as it provides their children with a positive model of reconciliation and forgiveness. Pupils take responsibility within the school. They take on roles such as worship leaders, Head Girl and Head Boy which model the importance of service to others. Through examples threaded through the curriculum, pupils are aware of the need for greater justice and fairness in the world. However, they are unsure how they can act independently as agents of change to affect this.

Underpinned by the vision, RE promotes respect for the diversity of faith, belief and viewpoints. Re-titled 'RE and Worldviews' to reflect this, it has a high profile. Pupils value learning about a range of world faiths, including Christianity. As part of the 'creative curriculum,' pupils visit places of worship and watch online virtual tours to make their learning memorable. They are immersed in learning during whole school experiences such as the recent day about Eid al-Adha. RE creates a safe environment where pupils can share their opinions and ask relevant questions. Diocesan training for leaders supports staff understanding and knowledge and has a positive impact on the effectiveness of the curriculum. Use of carefully chosen resources ensure the scheme of work is balanced and well sequenced, revisiting and building on previous learning. The RE curriculum encourages pupils to ask big questions which develop their thinking skills.

The inspection findings indicate that Folksworth Church of England Primary School is living up to its foundation as a Church school.

Information			
School	Folksworth Church of England Primary	Inspection date	1.7.24
URN	110812	VC/VA/Academy	Voluntary Controlled
Diocese	Ely	Pupils on roll	98
MAT/Federation	No		
Headteacher	Michelle Norbury		
Chair of Governors	Clare Kirk		
Inspector	Judy King	No.	C23/24