

St Eanswythe's Church of England Primary School

Inspection report

Unique Reference Number	118742
Local Authority	Kent
Inspection number	339287
Inspection dates	15–16 July 2010
Reporting inspector	Graeme Bassett

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	Donna Corner
Headteacher	Jane Garrett
Date of previous school inspection	20–21 June 2007
School address	Church Street Folkestone Kent CT20 1SE
Telephone number	01303 255516
Fax number	01303 210671
Email address	headteacher@st-eanswythes.kent.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and observed all seven teachers teaching. Inspectors held meetings with the headteacher, assistant headteacher, subject leaders, teachers, other staff, governors, group of Year 6 pupils, and pupil members of the school council, members of the governing body and some parents and/or carers. They looked at pupils' work, teachers' planning and assessment files, school statutory policies and the school's improvement plan. Added to this, inspectors scrutinised curricular planning documents, pupils' tracking records and class assessment records, evaluations of teaching carried out by the school and the minutes of governors' meetings. Observations were made of pupils in lessons, on the playground and at lunchtime. The team also analysed questionnaires, including 76 returned from parents and carers, 70 from pupils and 11 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the leaders and managers of the school in raising attainment and achievement in Key Stage 1 especially in writing, whilst maintaining standards at the end of Year 6
- the effectiveness of support from leadership and management for pupils in Year 3 to determine whether the school is doing enough to raise the pupils' attainment to expected levels for their age.

Information about the school

St Eanswythe's Church of England Aided Primary School is an average size primary school situated in the centre of Folkestone town. Most children come from the town centre but some come to the school because their parents and/or carers work in the town. The school operates a breakfast and after-school club for the pupils.

The school has no car parking and the playground is very small. Pupils are taught in seven class bases. Only Reception age children are included in one class in the Early Years Foundation Stage.

The majority of pupils are of White British heritage but there is a growing number of pupils from other nationalities, including eastern European. A small proportion from France, Turkey and Czechoslovakia are at the early stages of acquiring English. The proportion eligible for free school meals is broadly average. The proportion of pupils with special educational needs and/or disabilities is also broadly average. Their needs mostly link to specific learning difficulties and behavioural, emotional and social difficulties.

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: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. The pupils are very happy and care for each other extremely well within a Christian environment. Leadership and management are excellent and this is the main reason the school has made such good progress since the last inspection. The quality of care, support and guidance, as well as the development of the curriculum, are also outstanding features. The school's efforts to promote community cohesion are outstanding. The vast majority of parents and carers are fully supportive of the school. The dedication that the school demonstrates in valuing each pupil as an individual promotes a strong family feeling that is frequently commented upon by parents and carers. One boy stated, 'The school is always there to help you and even your parents, if necessary.'

The leadership and management of the headteacher are excellent. She has established a strong team and has purposefully engaged all staff in robust improvements to the quality of teaching and learning. Her strong driving force behind all school improvements encourages the staff to willingly accept their delegated responsibilities. All staff and the governing body help to identify improvements across the school. As a result, the school's self-evaluation is accurate and identifies the correct priorities. Determined efforts by the leaders and managers at all levels ensure improvements and clearly demonstrate that the school's capacity for sustained improvement in the future is excellent.

Last year, the school faced serious concerns about the drop in performance of Year 2 pupils. These pupils, now in Year 3, made satisfactory progress this year but this rate of progress has not been enough to raise their attainment to the expected levels for their age in writing and mathematics. This marked drop in attainment last year prompted the leaders and managers to act quickly to tackle the problem. As a result, current attainment in Year 2 is once again broadly average, with a higher proportion exceeding the expected levels for their age. Attainment at the end of Year 6 has been maintained and remains above average in English, mathematics and science, with pupils' progress being outstanding from the time of their entry to the school.

Teaching is excellent overall. Each teacher maintains exceptionally detailed assessment records. The teachers' marking is exceptional and gives pupils excellent guidance to show them how they can improve. Pupils at an early stage of acquiring English are given good support by teachers and teaching assistants. The curriculum is excellent, particularly for the coverage of the arts and physical education; cross-subject links, including visits to local places, make learning for all groups of pupils

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meaningful.

The development of pupils' spiritual, moral, social and cultural awareness is outstanding. Safeguarding procedures are currently excellent. All pupils feel safe and say they enjoy coming to school. Behaviour is excellent and this very positive attitude makes an exceptional contribution to learning. Although attendance has improved, it is still only satisfactory overall and some pupils still arrive late for school.

What does the school need to do to improve further?

- Ensure that the progress of pupils in the current Year 3 accelerates more quickly so that they can all catch up to reach levels of attainment in writing and mathematics that are expected for their ages.
- Ensure that attendance improves and that all pupils come to school on time.

Outcomes for individuals and groups of pupils

1

Inspectors' own observations in the classroom and scrutiny of pupils' work confirm that the rate of progress at the end of Year 6 is excellent and that pupils' attainment is above average in English mathematics and science. The proportion of pupils exceeding the expected levels for their age is slightly above average. There is no significant difference in the attainment and progress of the boys and girls overall. Pupils have good basic skills in English, mathematics and science for the future. They understand their targets well and eagerly assess their own work to show their improvements. Their extended writing illustrates that the pupils transfer their writing skills across different subjects effectively. For example, the lesson about climbing Mount Everest inspired pupils to write at length about what they imagine their experiences would be like. The quality of music, drama and art throughout the school is exceptionally good.

The pupils in Year 3 at the time of the inspection made good progress in the development of their reading but only satisfactory progress in their writing and mathematics. The pupils' rate of progress in these two subjects has not been enough to raise their attainment to the levels expected for their age.

The pupils with special educational needs and/or disabilities make excellent progress overall even though the attainment of most of them is still below average. The pupils who are at the early stages of acquiring English make outstanding progress.

Pupils are polite and make an excellent contribution to the school community and wider community. Nearly all have a good understanding of the need to remain healthy and this is reflected in the Healthy School and Activemark awards. The older pupils are very responsible and willingly carry out responsibilities such as acting as reading partners with younger pupils and sound equipment monitors in assemblies. The school council works well across the school and the buddy system between classes enhances pupils' understanding of the needs of other younger

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children around them. One boy said, 'The small playground is good because we learn to get on with each other.' In the hall during assemblies and at lunchtime, it is clear that all pupils look out for the needs of others around them. They chat happily with one another.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The staff have excellent relationships with the pupils and because of this, classroom activities are managed extremely well and there is a purposeful and calm atmosphere in all lessons. The art displayed around the school and the drama productions, particularly 'A Midsummer Night's Dream' performed in assembly by Year 5, demonstrate the very accomplished way the school raises pupils' self-esteem and fosters the growth in their confidence. The breakfast and after-school clubs run by the school offer good facilities for the pupils and provide good social development throughout the age range. The measures taken by the school to improve attendance and punctuality are good but despite these efforts, attendance is still only satisfactory and too many pupils arrive late.

Planning of lessons is consistently very good and teachers maintain a brisk pace to learning because tasks are interesting. Pupils comment upon how they really enjoy science lessons and this was observed in the lesson about floating and sinking. Most tasks are modified effectively to ensure that all pupils can do as well as they can. Teachers and assistants effectively encourage pupils to talk about their work in order to develop ideas and to rehearse answers as a preparation to their written work.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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Assessment strategies during lessons are emphasised effectively pronounced and are deployed extremely well, with excellent use of pupils' self-assessment routines to enable them to judge how well they are doing. The school's tracking records of pupils' progress are exceptionally thorough and are used very effectively to identify those pupils who might need further support to move them on. Teachers' comments are particularly good and always help pupils to understand what they need to do to move towards their targets.

The curriculum is excellent and enhanced exceptionally well by visits and hands-on practical activities. The development of the arts is progressing especially well and displays of pastel drawings and other painting techniques around the school are exceptional. The use of information and communication technology is effectively used to link subjects such as English and history. Animated films using digital cameras and plasticine figures and also the addition of digital photographs are competently mastered. Residential visits, including the one to France, effectively raise pupils' awareness of the customs and traditions of people in wider communities beyond their town and in other countries. The links with a school in Uganda are also used successfully to enhance pupils' multicultural awareness. The sporting and physical education provided is good, despite the school's playground being extremely small and having no playing field.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account:	
The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The challenges presented by a Victorian town centre building are very considerable. However, the headteacher, supported by senior staff, provides an exceptionally clear direction to the work of the school. Robust procedures are well established to raise standards and to improve pupils' progress. Because of these strategies, the school has successfully overcome problems in Year 2 to once again establish broadly average attainment. Subject leaders and the coordinator for pupils with special educational needs and/or disabilities devise excellent strategies to improve the attainment, especially of the lower attaining pupils. This has a marked impact upon raising attainment and achievement of these pupils. The school promotes good equality of opportunity for all pupils whilst tackling discrimination. For example, all visits, the learning of a musical instrument and the drama productions involve all pupils.

The governing body is fully aware of the strengths and weaknesses of the school.

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They make an effective contribution to the setting and evaluation of priorities in the school development plan. All statutory requirements are met, including child protection and risk assessment. They ensure that safeguarding procedures are rigorous.

The headteacher, governors and staff work conscientiously to build community cohesion across the wide range of nationalities of children in the school. This results in community cohesion being outstanding. There are especially good links with a school in Uganda and with other schools in Folkestone. Links with local organisations, including the church, as well as close relationships with parents and carers, are exceptional. The links with the secondary schools are extremely good.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children's skills on entry to the Reception class are below expected levels for their age and especially in their writing and calculation skills. Within the classroom and in the outdoor area, children have good opportunities to follow their own investigations and their progress is good. The playground alongside the classroom is used well to promote physical development. The school makes the best use it can of planting tubs to enhance children's knowledge of vegetables and flowers and also the benefits of healthy eating. Leadership and management are good, with well-planned tasks and thorough assessment records maintained extremely well to plot each child's progress. Teaching is good and the six areas of learning are well established. Adults question children very sensitively to promote children's thinking and to advance their skills effectively.

Provision for children's welfare, especially for those with special educational needs

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and/or disabilities, is very good. Attainment in the Reception class is currently in line with expected levels for their age but there are still some who show weaknesses in writing and in linking sounds and letters. Because of the good progress overall, most enter Year 1 having reached the goals expected for this age group, with some having exceeded them.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The proportion of parents and carers returning the questionnaire was good. The vast majority who replied to the questionnaire or spoke to inspectors expressed their full support for the school and said they are proud of the school. Many commented that the school has a 'family feel' and that staff promoted interesting activities. Two parents had some concerns about their child's education but the inspection evidence shows that the school has good monitoring processes, and evaluation is used effectively by the leadership and management to set targets for improvement, which are having a good impact upon raising attainment and achievement. One parent expressed a concern that she could not easily talk to teachers but the inspection evidence shows that despite limited direct access to the classrooms, teachers are available to talk to them at any time about problems and most parents report that this is correct. Inspection evidence shows that in nearly all instances, home-school support and communication through the work of the family liaison officer and the children's liaison officer are good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Eanswythe's CE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 76 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	76	18	24	0	0	0	0
The school keeps my child safe	58	76	17	22	0	0	0	0
The school informs me about my child's progress	43	57	29	38	1	1	0	0
My child is making enough progress at this school	50	66	21	28	2	3	0	0
The teaching is good at this school	52	68	21	28	1	1	0	0
The school helps me to support my child's learning	49	64	21	28	2	3	0	0
The school helps my child to have a healthy lifestyle	43	57	30	39	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	48	63	21	28	1	1	0	0
The school meets my child's particular needs	48	63	23	30	2	3	0	0
The school deals effectively with unacceptable behaviour	44	58	28	37	2	3	1	1
The school takes account of my suggestions and concerns	38	50	31	41	1	1	0	0
The school is led and managed effectively	44	58	29	38	1	1	0	0
Overall, I am happy with my child's experience at this school	55	72	18	24	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



19 July 2010

Dear Pupils

Inspection of St Eanswythe's Primary School, Folkestone CT20 1SE

Thank you for helping us when we visited your school recently. We enjoyed meeting you and finding out about your school. We found that the school provides you with excellent education. Thank you for giving your very positive views when you completed the questionnaire. It helped us to get a good picture of your school. Well done!

These are the things that we judged to be good in your school:

- Your headteacher provides outstanding leadership and management.
- The teachers and other staff work as a team and support your headteacher extremely well.
- Teaching is excellent and your teachers encourage you to answer questions. Because of this, you make outstanding progress by the end of Year 6 and your work is above average.
- The adults provide outstanding care, guidance and support, especially for those of you who find work difficult at times.
- Your behaviour is excellent and you are all developing very positive attitudes towards your work and towards each other.
- You have a good understanding of how to remain healthy and you have an excellent knowledge of how to keep safe.
- You are very polite and this helps you to create a happy and positive family feeling around the school.
- You make an outstanding contribution to your school community and the local neighbourhood.
- It was exciting to see how well you are developing your skills in music with the playing of a wide range of instruments. We really thought you all did very well in 'A Midsummer Night's Dream' for the assembly.
- Those of you are at the early stages of acquiring English make excellent progress.

There are still some ways in which your school could be better. We have asked your headteacher and governors to:

- ensure that, if you are in current Year 3, your progress accelerates more quickly so that you can all catch up to reach levels of attainment in writing and mathematics that are expected for your age
- ensure that the school's attendance rate improves and that you all come to school on time in the mornings.

Once again, thank you for your help. You can help further by asking your teachers how you can make your work better.

Yours sincerely

Graeme Bassett Lead inspector

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