

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234
www.gov.uk/ofsted



1 May 2018

Mrs Jane Garrett
Headteacher
St Eanswythe's Church of England Primary School
Church Street
Folkestone
Kent
CT20 1SE

Dear Mrs Garrett

Short inspection of St Eanswythe's Church of England Primary School

Following my visit to the school on 27 March 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in November 2013.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Based on the evidence gathered during this short inspection, I am of the opinion that the school has demonstrated strong practice and marked improvement in specific areas. This may indicate that the school has improved significantly overall. Therefore, I am recommending that the school's next inspection be a section 5 inspection.

Standards have risen significantly since the previous inspection. You, your senior leadership team and your directors work with a shared and strong commitment to increase pupils' aspirations and achievement. Pupils and staff work hard to meet your high expectations. One parent wrote: 'My children thrive at this school and I have nothing but praise for the consistent hard work and effort put in by all members of staff.'

You have successfully tackled the areas for improvement identified during the previous inspection. For example, the actions taken in mathematics have had a marked impact on pupils' achievement, leading to strong and rapid progress. In 2017, the proportion of pupils who reached expected and higher standards in mathematics was considerably above that found nationally. In reading, writing and mathematics combined, the proportion of pupils who reached the expected and higher standards was far greater than that found nationally. Pupils are challenged appropriately by work that is very well matched to their different abilities.

The leadership structure has changed significantly since the previous inspection.

Leaders at all levels are held to account very effectively for pupils' achievement. Effective and insightful monitoring ensures that you accurately identify the strengths of the school and the areas for further development. You have correctly identified, for example, that there is scope to provide pupils, particularly in key stage 1, with more opportunities to write at length across the wider curriculum.

Pupils are extremely happy and thrive at the school. They enjoy all that they do and work with enthusiasm, having the confidence to 'have a go' and learn from their mistakes. They behave extremely well and are respectful and well mannered. They enjoy the responsibilities they are given, take them seriously and say they would like more. You have established a rich and varied curriculum with a wealth of additional activities. You also make excellent use of the local area to stimulate and fire pupils' imaginations and enquiring minds. One parent commented: 'The school has facilitated some excellent learning opportunities outside the classroom for our child, this may be one of the reasons that he is so enthusiastic about going to school every day and is making very good progress academically as well as socially.'

The very large majority of parents are very positive about all that the school offers their children. One parent, with a view typical of many, wrote: 'A brilliantly led and managed school, with positive, supportive and inspiring staff. My children have been able to achieve their very best, beyond all expectations, thanks to the wonderful environment at school.' A very small minority of parents expressed some dissatisfaction, particularly with the way any concerns are dealt with. The inspector agrees with leaders that it would be helpful to remind parents of the guidance for any complaints should they arise. This would clarify the procedures for parents to follow and the responsibilities for the school, so that the process is transparent and parents know what to expect.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose. All staff know that it is everyone's responsibility to ensure the safety and well-being of pupils, and they are vigilant in doing so. Training is up to date, and staff know the procedures to follow should they have any concerns. The personal development and welfare of pupils is paramount. The school demonstrates this by funding a children's liaison officer as well as a family liaison officer to provide support to pupils and their families. Staff know the pupils very well, and so any needs are identified quickly. There are very good links with other agencies so that pupils receive timely and appropriate help when needed.

Pupils say they feel extremely safe in school and that they are confident to turn to adults in school if they have any concerns. Parents who responded to Ofsted's online questionnaire, Parent View, agree that their children feel safe in school and are well looked after. Regular checks and risk assessments are made to ensure the safety of the site. There are effective processes to check that adults in the school are suitable to work with children.

Inspection findings

- At the beginning of the inspection we agreed to focus on the following aspects: the achievement of boys, particularly at greater depth, in key stage 1; pupils' spelling skills; children's progress in the early years; and safeguarding.
- For the last two years, the results of the national assessments at the end of key stage 2 have shown that pupils have made progress in reading and mathematics that is significantly better than that found nationally. Progress in writing was also significantly above the national picture in 2016. It dipped a little in 2017, but was still above national figures. The proportion of pupils reaching the expected and higher standards in reading, writing and mathematics combined has been well above the national average for both years.
- Overall, standards have improved and are high, and you have had recognition and celebration of this from the local authority. Despite this, there is no complacency, just an unwavering determination to secure further improvement. This is demonstrated in your plans to provide further opportunities for extended writing across the curriculum.
- Leaders' progress information and checks on pupils' work show that pupils currently in the school, including the most able and the disadvantaged groups, are making strong progress. In discussions, pupils told me that they would appreciate more opportunities to take on responsibilities and be more involved in decision-making for their learning. The inspector agrees, in the light of their excellent behaviour, personal skills and attitudes to learning, that they are well placed to do this.
- The proportion of pupils meeting the expected standard in reading, writing and mathematics at the end of key stage 1 in 2016 and 2017 was also above that found nationally. However, in 2017 boys' achievement at a greater depth was not as strong as that for boys nationally. Leaders identified this as a priority and have implemented a range of successful actions to help this group catch up.
- The proportion of children reaching a good level of development at the end of the early years dipped to below the national average in 2017, having previously been above average for the past two years. The 2017 cohort had a particularly high number of children who have special educational needs (SEN) and/or disabilities. Most of these were boys and they did not achieve as well as girls, although they made good progress from their starting points. Once again, you are ensuring that these pupils are receiving appropriate additional support in Year 1 so they make rapid gains to catch up in their learning.
- You have identified that a significant proportion of children start school with communication and language, and reading and writing skills that are below those typical for their age. The Reception Year gives children a wide range of written and spoken language experiences, including stories, rhymes, games and role play, for example in the current 'space station'.
- In 2017, pupils' average spelling mark was the same as that found nationally. Your expectation was that pupils should be doing better. To achieve this, you

have recently introduced a new approach to teaching and learning in spelling. Although too soon to formally assess the impact on spelling skills, it is clear from pupils' work that your strategy is making a considerable improvement to pupils' accuracy in spelling, and knowledge of spelling rules and exceptions.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- pupils have even more opportunities to use their initiative, be resourceful, and make decisions about their learning
- teachers continue to provide further opportunities for pupils to write for different purposes across the curriculum.

I am copying this letter to the co-chairs of the board of directors, the director of education for the Diocese of Canterbury, the regional schools commissioner and the director of children's services for Kent. This letter will be published on the Ofsted website.

Yours sincerely

Margaret Coussins
Ofsted Inspector

Information about the inspection

You lead the school for three days a week. Two co-headteachers lead the school for the remaining two days. I met with all of you, as well as other leaders in the school. I also met with the two co-directors who lead the governance of the school. I had a telephone conversation with a school improvement adviser. Leaders accompanied me on my visits to classes. During these visits, I spoke to pupils about their learning and looked at their work. I held a meeting with members of the school council and had several informal discussions with pupils. I observed pupils' behaviour at lunchtime and in the playground. I took account of 114 responses to Ofsted's online questionnaire, Parent View, including 43 free-text comments. I spoke with parents in the playground at the end of the school day, received one letter from a parent, and spoke to one parent on the telephone. I also considered 27 responses to Ofsted's staff survey.