

St Eanswythe's Church of England Primary School

Inspection report

Unique Reference Number	118742
Local Authority	Kent
Inspection number	291233
Inspection dates	20–21 June 2007
Reporting inspector	Susan Orpin

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 on roll	
School	211
Appropriate authority	The governing body
Chair	Jane Jones
Headteacher	Jane Garrett
Date of previous school inspection	19 March 2001
School address	Church Street Folkestone CT20 1SE
Telephone number	01303 255516
Fax number	01303 210671

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

St Eanswythe's CE Primary School is average in size. Pupils are mainly White British, although a very wide range of backgrounds and cultures is represented. The proportion of pupils at an early stage of learning English is average. The percentage of pupils with learning difficulties or disabilities is slightly above average. The numbers eligible for free school meals are above average. There are high levels of deprivation in the locality and very high levels of pupil mobility. The staffing is now stable after some turbulence in recent years.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

St. Eanswythe's is a good school where pupils are happy and care for each other. The school has made considerable improvements in most areas of its work since the last inspection, including raising achievement, especially in writing. The outstanding care, guidance and support contribute strongly to pupils' well-being. The exceptional liaison between school staff and the Children's and Family Liaison Officers ensures that any problems or difficulties are resolved so that teachers and pupils can concentrate on learning. As a result, behaviour is good. The strong links have also helped to develop an outstanding partnership with parents, so they are more able to help their children learn and feel well informed about their children's progress. Attendance is satisfactory, but a few parents do not send their children to school regularly.

Standards are broadly average, but pupils achieve well. Provision for children in Reception is good, so they achieve well. They make particularly good progress in their personal, social and emotional development, and their knowledge and understanding of the world. Although standards in Years 2 and 6 remain broadly average overall pupils continue to make good progress given their low starting points. Achievement in mathematics in Years 3 to 6 is satisfactory. Achievement in writing has improved and pupils now write at greater length and use more exciting vocabulary.

Teaching is good, so pupils learn well. Lessons are interesting and teachers use their subject knowledge well. However, the teaching of mathematics, particularly in making investigations and solving problems, is not as effective. Teachers assess their pupils well and make sure that activities are well suited to their differing needs. The curriculum is good and provides an exciting range of trips and visitors. In most classes, the links between subjects make topics relevant and stimulating.

Pupils' personal development and well-being are good. Their spiritual, moral, social and cultural development is excellent and can be seen in the way that they are exceptionally caring, valuing each other's many different backgrounds. Links with the local community are strong and make a lively contribution to pupils' experiences, as, for example, when pupils joined the local multicultural festival to hear the music.

Leadership and management are good. There are good systems for monitoring the progress of pupils so the school's self-evaluation is accurate in identifying what needs to be done. The governing body is very challenging, and accountability for raising standards is a high priority. The school demonstrates good capacity to improve.

What the school should do to improve further

- improve the teaching of mathematics, especially the areas of investigation and problem solving
- work with parents and appropriate agencies to improve levels of attendance.

Achievement and standards

Grade: 2

Standards are broadly average but pupils achieve well. Children start the school with skills and experiences below those usually found for their age. They make good progress in the Reception class, so that by the time they join Year 1, most children are achieving the goals expected for their age.

Pupils achieve well in Years 1 and 2, but they only reach average standards in Year 2. Despite good progress this year, there were earlier weaknesses for this group. In recent years, standards have declined slightly, but this trend has now been reversed. Standards in reading are highest, with mathematics slightly lower than other subjects.

Pupils' achievement in Years 3 to 6 is good overall, but only satisfactory in mathematics. Pupils in Year 6 have made good progress in the current year, but their achievement has been affected by a number of staff changes in the past. Standards are broadly average, but are above average in mathematics. In recent years, the test results have declined, particularly in 2006 when they were exceptionally low and achievement was weaker. However, these results were affected by a few pupils who joined the school late in Year 6. This decline has been reversed. The achievement of higher-attaining pupils and standards in writing has improved. All pupils, including those with learning difficulties, achieve their targets in literacy and mathematics.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Their spiritual, moral, social and cultural development is excellent, as demonstrated in the way pupils are exceptionally caring and considerate to others. They value others and do not make judgements about differences, readily welcoming those from other cultures. As a result, relationships are excellent in the school. Pupils work together well and eagerly undertake responsibilities. Children in the Reception class are very enthusiastic and keen to learn.

Pupils behave well. They play together well, despite the very small playground. They enjoy learning and know how to keep themselves and others safe, as demonstrated in the way they use equipment. They feel safe from bullying and racism, and know these will be dealt with effectively. Pupils are very active and although they know how to eat healthily, not all do so. There are strong links with the local community, and the school council is influential in making school life better. Pupils are prepared well for their future lives.

Attendance is satisfactory. Despite the school's efforts, a few pupils do not attend as well as they should. Pupils are beginning to review their own work and understand their targets. They readily offer their opinions and listen to others. However, not all pupils are able to learn independently.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers know their subjects well and have the confidence to extend pupils' ideas and answer their questions. They manage pupils well so that behaviour problems are few. Lessons are interesting, holding pupils' attention so that they enjoy what they are doing. Teaching assistants make a good contribution to pupils' learning through the help they give to individuals and groups.

Children in the Reception class learn well because they feel confident and are well supported by staff. In this class, lessons are exciting and practical, and accurately meet their varying needs. Information and communication technology (ICT) is used effectively to help children learn.

Teachers assess their pupils well and they have an accurate understanding of their needs. They plan effectively and provide varied and engaging activities that take account of pupils' different stages of learning. Teachers regularly use targets in literacy and numeracy to help pupils learn. They also provide some opportunities for pupils to evaluate their own successes.

Although the marking of pupils' work is regular, detailed, and clearly identifies what is wrong, it does not always give them sufficient guidance about how to improve the level of their work. In most classes, the teaching of mathematics, particularly the areas of investigation and problem solving, is not as effective as other subjects because insufficient time is given to these activities.

Curriculum and other activities

Grade: 2

The curriculum is good. In the Reception class, children experience a wide range of well-planned practical experiences. In Years 1 and 2, effective planning ensures that pupils learn through a stimulating range of topics that capture their interest and make learning relevant. In Years 3 to 6, the curriculum is varied and stimulating but planning to ensure links between subjects is not yet fully in place. The provision for ICT is good. Pupils make good use of their skills in ICT to help them learn other subjects, for example researching information in geography and history.

The school has a good programme to support pupils' personal, social and health education that pupils say helps them, for example, feel confident about the transfer to secondary school. The curriculum is enriched well by visits, visitors and the opportunity to learn French. There is also a good range of extra-curricular clubs and activities, particularly sports.

Care, guidance and support

Grade: 1

The quality of care, guidance and support is outstanding. The high levels of deprivation in the locality and very high levels of pupil mobility mean that a few pupils experience some emotional and behavioural difficulties. Arrangements to ensure that children feel secure when they start the Reception class are excellent. Similarly, pupils in Year 6 are exceptionally well prepared for the move to their new secondary school.

The school places a strong emphasis on ensuring pupils' well-being and their emotional security. The exceptionally effective links with the Children's and Family Liaison Officers mean that teachers are able to concentrate on teaching and learning. Behaviour has improved and problems in school are rare. The arrangements for the safety and protection of pupils are secure. The school promotes the importance of a healthy lifestyle very well. Procedures to improve attendance further and liaison with a wide range of external agencies are excellent, although a few parents do not send their children to school regularly. The academic guidance provided is good. Pupils know how well they are doing, although not always what they need to do to improve. The liaison with parents is outstanding, so they feel extremely well informed about their child's progress.

Leadership and management

Grade: 2

Leadership and management are good. The new management team share a clear direction for the school. The headteacher has successfully developed a highly committed team of staff,

which is now stable. Managers at all levels are taking more responsibility. Expectations of teachers are high and there are good systems for monitoring the progress of pupils and the performance of teachers. Data are used effectively at all levels and monitoring has ensured that teaching has improved, although there is still work to be done to improve the teaching of mathematics in most classes. Together with the Family Liaison Officer, the school works with parents very effectively to ensure that they are well informed and to encourage their contributions.

Careful account is taken of parents' and pupils' views in planning school developments, such as the resurfacing of the playground. Governance is good and has improved since the last inspection. The chair of governors is very challenging and the governing body is developing a strong culture of questioning and accountability for raising standards. The school's self-evaluation is accurate and so its performance is improving, for example in achievement overall, especially writing, and the development of a more stimulating curriculum. The school has also been particularly successful in attracting funds to improve its work.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

23 June 2007

Dear Pupils

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

Thank you for making us so welcome in your school. We enjoyed talking to you and were very impressed by how friendly, polite and confident you are. Your school is giving you a good education.

This is what we found about your school:

- your results in Year 2 and in Year 6 are similar to those of most other schools
- you work well in English and science, although you do not do as well in mathematics
- your personal development and behaviour are good and your care, thoughtfulness and friendliness to others are outstanding
- you are taught well and know how well you are doing
- you mostly benefit from a good range of interesting topics and subjects
- adults at the school take excellent care of you
- the school is led well and adults know what to do to improve it further.

We found that some improvements are needed and have asked your teachers to work on these, particularly:

- improve lessons in mathematics so you have more time for investigations and solving problems
- work closely with your parents to make sure that all of you attend school regularly.

Thank you once again for your help and for welcoming us to your school. We hope you will be able to do more thinking for yourselves in mathematics lessons.

- Yours sincerely

Sue Orpin Lead Inspector