

# Folkestone, St Peter's Church of England Primary School

## Inspection report

---

<b>Unique Reference Number</b>	118676
<b>Local Authority</b>	Kent
<b>Inspection number</b>	339275
<b>Inspection dates</b>	14–15 June 2010
<b>Reporting inspector</b>	Alison Cartlidge

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	103
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Geoff Betteridge
<b>Headteacher</b>	Ann Blunt
<b>Date of previous school inspection</b>	10 July 2007
<b>School address</b>	The Durlocks Folkestone CT19 6AL
<b>Telephone number</b>	01303 255400
<b>Fax number</b>	01303 249117
<b>Email address</b>	headteacher@st-peters-folkestone.kent.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	14–15 June 2010
<b>Inspection number</b>	339275

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

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

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by two additional inspectors. The inspection team observed eight lessons taught by four teachers. Meetings were held with governors, parents and carers, staff and pupils. Pupils' books, information on pupils' progress, safeguarding policies and other documents were evaluated. Questionnaires from 34 parents and carers, 23 members of staff and 56 pupils were scrutinised.

The inspection team reviewed many aspects of the school's work, looking in detail at the following:

- the provision for pupils of average ability and above in writing and mathematics
- the effectiveness of support for pupils in applying their skills
- the impact of all leaders, including the governors, on provision and progress
- the way pastoral care for pupils and their families helps pupils to feel safe and happy at school.

## Information about the school

This is a smaller-than-average school. The proportion of pupils known to be eligible for free school meals is well above average. The school has a high number of pupils with special educational needs and/or disabilities. These pupils, mainly, have specific learning, behavioural, emotional and social or speech difficulties. The school has an above-average proportion of pupils who speak English as an additional language, with about half being at the early stages of speaking English. The main home-languages of these pupils are Czech, Slovak, Roma and Cantonese. There is high level of mobility at the school, with many pupils starting after the Reception Year or leaving before Year 6. The school has received several awards, including the Inclusion Mark and the Artsmark Gold.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

The school provides pupils from a wide range of backgrounds with a safe haven and a satisfactory standard of education. Good care, guidance and support underpin the pupils' good personal development and the pupils' welfare is at the heart of everything the school does. Consequently, pupils feel exceptionally safe and secure at school. The school's good links with parents and carers are reflected in the appreciative comments made. As one parent/carer said, 'I feel very comfortable that if I ever have a problem, or need help or support, I can rely on the school for this.' Members of staff ensure that pupils enjoy school and are happy and confident. They provide good support for pupils for whom English is an additional language, enabling the pupils to learn to speak English quickly.

Children in the Early Years Foundation Stage make a good start to their education because the exciting curriculum is matched well to their individual needs. In Years 1 to 6, teachers plan tasks that match the pupils' interests, but they do not always make sure that the pupils are all suitably challenged or involved in discussions, especially in mathematics. Pupils make satisfactory progress, so that attainment by the end of Year 6 is broadly average in English, mathematics and science. Writing is slightly less well developed than reading, because pupils forget to use the skills they have learnt and also make avoidable errors. In addition, teachers do not always give the pupils enough opportunity to respond to marking. Pupils with special educational needs and/or disabilities make good progress, because they are supported well. Pupils behave well, although they do not always get on with their work quickly when they are working independently.

There are sound procedures for self-evaluation that enable the headteacher, other leaders and governors to know what needs to be done next to improve the school. The school's capacity to improve is satisfactory. Leaders are keen to rise to the challenge of an ever-changing school population and have recently been successful in enhancing provision for those with English as an additional language. While all leaders are involved with monitoring provision and progress, they do not all evaluate the impact of their work to show how changes benefit the pupils.

### What does the school need to do to improve further?

- Increase the proportion of good lessons in Years 1 to 6, especially in mathematics, by ensuring that;
  - work is always matched closely to pupils' differing needs

**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

- tasks move learning forward quickly
- pupils are fully engaged in discussions and when working independently.
- Raise pupils' attainment in writing by ensuring that they make full use of the skills they have learnt and have time to check and correct errors.
- Ensure all leaders can demonstrate the impact of their work on provision and pupils' progress.

**Outcomes for individuals and groups of pupils****3**

Pupils enjoy school, learn steadily and make satisfactory progress. For example, pupils in Years 3 and 4 showed their enthusiasm for learning in their smiling faces, when drumming to accompany their chants. In some lessons, learning slows when work is not consistently challenging and this has most impact in mathematics, when, occasionally, the work set for average-ability and above-average-ability pupils is too similar. Pupils with special educational needs and/or disabilities are identified and supported well by teachers and teaching assistants, enabling the pupils to make good progress and learn quickly. Daily intervention groups focus on these pupils' specific needs well.

Pupils' achievement is satisfactory and they attain levels that are broadly average by the time they leave the school. In writing, pupils do not always remember what they have learnt, because they are not always given enough time to check their work and correct errors. Pupils for whom English is an additional language gain confidence in this friendly school and learn to speak English quickly. Pupils are polite and chat confidently, demonstrating their well-developed self-esteem. Pupils' sound literacy and numeracy skills and good personal development prepare them satisfactorily for the next stage of education and later life.

Pupils have an excellent awareness of their own safety and are extremely confident that members of staff will keep them safe. Rates of attendance are broadly average and improving. The school is working well with a small number of families to improve attendance. Pupils are good at taking responsibility for helping each other. For example, 'buddies' are proud that they have helped to prevent bullying and say, 'We help others to be happy.' Pupils work together well when in small groups. They behave sensibly and are mostly attentive. As one pupil, aptly, put it, 'Everyone is good but no one can be perfect.' Pupils' spiritual, moral, social and cultural awareness is good. Pupils show respect for others and understand the difference between right and wrong. They are involved in raising funds for charity and take part in community events. Pupils contribute well to leading worship. Their understanding of faiths other than their own is developing and the school has suitable plans to expand pupils' knowledge through links with other schools. Pupils enjoy taking part in physical activities such as 'wake up and shake up' and, mostly, enjoy healthy snacks and lunches. Pupils' emotional well-being is supported extremely well, with members of staff picking up on the first signs of sadness and giving pupils strategies for dealing with negative feelings.

*These are the grades for pupils' outcomes*

**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

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

### How effective is the provision?

Teachers provide a variety of activities that are meaningful to the pupils and make learning interesting. For example, in Years 3 and 4, pupils enjoyed a football chant before writing their own. Positive behaviour management and the good use of praise provide pupils with clear guidelines and encourage them to stay calm and to try hard. Teachers and teaching assistants are skilled in helping pupils with special educational needs and/or disabilities to flourish.

Teachers ask some good questions to consolidate learning. For example, in Years 1 and 2, pupils were encouraged to discuss patterns observed in number squares and in Years 5 and 6 probing questions were asked about a poem being studied. However, work is not consistently provided to match the needs of all learners, particularly in mathematics, and when this happens learning slows.

Links between subjects are developing well and the curriculum includes good enrichment opportunities through clubs, visits and visitors. The arts are especially well promoted and good links with the local art district have supported the school in gaining the Artsmark Gold. These activities contribute well to the pupils' personal development and enjoyment of school. The curriculum helps pupils to develop broadly average literacy and numeracy skills, although it is not always adjusted to help all pupils build on what they already know.

Strong pastoral care and support enable pupils to feel exceptionally safe and welcome at

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**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

school and the school justly deserves its Inclusion Mark. Parents, carers and pupils are very positive about the way the school supports them. Academic guidance is frequent, but pupils are not always given time to respond to comments made in teachers' marking.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The well-respected headteacher leads the pastoral work of the school most effectively and responds to the challenges brought about by the changes in school population. Leaders have a realistic understanding of strengths and weaknesses in provision, because they are all involved in monitoring the work of the school. Information collected is used appropriately to embed ambition and to drive improvement. Consequently, provision is improving steadily, but is not yet consistently good. Systems for monitoring pupils' progress are rigorous, but not all leaders show clearly enough in their self-evaluations what impact they are having on provision and progress. Leaders are good at promoting equal opportunities and they tackle discrimination rigorously. For example, an increase in the number of pupils with English as an additional language has resulted in changes in teaching practice so that these pupils learn to speak English quickly.

Governors are knowledgeable and supportive and have developed their roles since the last inspection. They are starting to hold the school to account for actions taken. At the time of the inspection, the school's safeguarding arrangements were found to be good. Procedures for keeping pupils safe and making them feel safe are thorough and all parents and carers who responded to the inspection questionnaire were very pleased with this aspect of the school's work. The partnership between the school and parents and carers is good. Leaders have good relationships with external agencies, enabling them to provide good support for pupils who are finding life difficult. The school is promoting community cohesion well by providing additional facilities for those who are new to the country. For example, the Friday club has opened to support the Czech families and helps them to learn to speak English.

*These are the grades for leadership and management*

**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

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

There was an average response to the parents' and carers' questionnaire. Nearly all parents and carers who responded are pleased with all aspects of the school's work. They are particularly pleased that their children are kept safe. The inspection team agrees with parents' and carers' positive views. A very few parents and carers expressed concerns over the way behaviour was dealt with at the school. The inspection team found that teachers manage behaviour positively and consequently pupils are polite and well behaved.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St. Peter's Church of England Primary School, Folkestone 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 34 completed questionnaires by the end of the on-site inspection. In total, there are 103 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	65	10	29	2	6	0	0
The school keeps my child safe	27	79	7	21	0	0	0	0
The school informs me about my child's progress	22	65	10	29	2	6	0	0
My child is making enough progress at this school	21	62	12	35	1	3	0	0
The teaching is good at this school	24	71	8	24	1	3	0	0
The school helps me to support my child's learning	21	62	11	32	2	6	0	0
The school helps my child to have a healthy lifestyle	18	53	15	44	1	3	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)	20	59	14	41	0	0	0	0
The school meets my child's particular needs	19	56	15	44	0	0	0	0
The school deals effectively with unacceptable behaviour	18	53	11	32	4	12	0	0
The school takes account of my suggestions and concerns	22	65	11	32	1	3	0	0
The school is led and managed effectively	27	79	6	18	1	3	0	0
Overall, I am happy with my child's experience at this school	24	71	8	24	1	3	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 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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



16 June 2010

Dear Children

Inspection of St. Peter's Church of England Primary School, Folkestone CT19 6AL

We enjoyed coming to see your happy school. Thank you for being so helpful during our visit. Your school is providing you with a satisfactory education.

These are the best things about your school

- You learn quickly in the Reception Year.
- You enjoy school because teachers give you interesting things to do.
- You behave well and are polite and friendly. It is good that the buddies help to prevent bullying. □
- You are right when you say 'We like the teachers, they are fun!'
- Your headteacher and other leaders know what needs to be done to make the school better. □

These are the things we have asked your school to do next to make it better

- Help your teachers to give you work that is just right for you always, especially in mathematics, and to involve you all in discussions.
- Improve your writing by giving you time to check and correct your mistakes.
- Make sure that leaders show the difference their work makes to how well you are doing.

Thank you once again for talking with us about your school and showing us your work. You could help your teachers by always working hard when you are asked to work on your own, making sure you always take notice of what they have asked you to improve, and correcting any mistakes in your writing.

Yours sincerely

Alison Cartlidge

Lead inspector (on behalf of the inspection team)

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**