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Mrs Annie Wiles
The Headteacher
All Souls' Church of England Primary School
Stanley Road
Folkestone
CT19 4LG

Dear Mrs Wiles

Ofsted monitoring of Grade 3 schools: monitoring inspection of All Souls' Church of England Primary School

Thank you for the help which you and your staff gave when I inspected your school on 13 July 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection.

As a result of the inspection on 10 and 11 February 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Since the inspection in February 2010 the school roll has continued to be relatively mobile. However, the group of pupils who comes from armed service families has remained comparatively stable. This group is likely to move on and be replaced in July 2012.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

Attainment in writing and mathematics at the end of Key Stage 2 has improved. The latest end-of-Key-Stage-2 tests also indicate that increasing numbers of more able pupils are achieving at the higher levels. There has been a marked improvement in pupils' writing across the school and this is confirmed by the interesting examples of writing for a range of purposes and extended pieces of writing which can be seen in all classes, including the Early Years Foundation Stage.

Although there has been some improvement in mathematics, this continues to be the subject where pupils make the least progress with lower than expected attainment and progress, particularly noticeable in the younger age groups including Years 3 and 4. The headteacher and mathematics subject leader are very aware of



this relative weakness and there has been a great deal of activity such as additional booster groups, one-to-one support, revised teaching arrangements and new resources. But, so far, the impact is not been as positive as they had hoped. Furthermore, the quality of the mathematics work in books and folders is generally of a lower quality than the writing and there is a too much use of worksheets which is de-motivating and hinders pupils' learning.

There is very careful analysis of assessment information to spot trends, consider the impact of changes in pupil population and identify groups of pupils who are vulnerable to underachievement. This close analysis identifies groups of average and just below average ability pupils, and girls in particular, who are making slower progress. An example was seen during the visit of just such a group, politely disengaging and not taking part in a whole-class part of the lesson.

Lessons are generally well managed with good promotion of relationships and behaviour. Activities are planned so that they are matched to pupils' different abilities. Pupils are responding well to the increasing opportunities for mathematics linked to real life, other subjects, problem solving and active learning. More able pupils are particularly benefiting from these approaches. However, there were occasions during the visit when too much of the pupils' time was spent waiting for the teacher's attention or for the teacher to finish speaking so that they could get on with the learning.

Learning objectives for each lesson are shared with the pupils, but some of these are too vague with no steps identified to show the pupils what successful learning will look like. Teachers mark the pupils' books conscientiously and the system of highlighting three positive points and one point for improvement is used consistently across the school. As a result, pupils understand how the marking works. The marking is generally linked to the lesson aims. However, as these are not always precise enough, neither are the comments or the points for improvement. There is little evidence, in the majority of classes, that the pupils are given time, or expected, to respond to the prompts and challenges set or evaluate their own learning.

The school has established useful partnerships with several other schools in the cluster which involve sharing good practice, staff development activities and paired monitoring across schools at senior and subject leader levels.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Sheena MacDonald
Her Majesty's Inspector



Annex

The areas for improvement identified during the inspection which took place in February 2010

- Improve attainment and achievement in writing and mathematics by July 2010 by:
 - ensuring tasks are challenging for all groups of pupils in lessons
 - marking pupils' written work as effectively as possible so that teachers' comments link directly to pupils' targets and give pupils very clear guidance about how to improve their skills
 - providing more opportunities for children in the Early Years Foundation Stage to write for different purposes
 - providing consistently good opportunities for pupils to develop calculation skills and to increase their competence in tackling and solving real-life problems in mathematics.
- Build on the work started to help all leaders to analyse pupils' progress to very best effect by comparing the rates of progress of pupils who are relatively new to the school with those in the same year group who have been at the school for much longer.