

All Souls' Church of England Primary School

Stanley Road, Folkestone, Kent, CT19 4LG

Inspection dates

14–15 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement is rising rapidly. Pupils make good progress from their individual starting points and are on track to reach improved standards by the end of Year 6.
- In mathematics, standards are high and more pupils than average attain the higher Levels 5 and 6.
- Behaviour is good. Pupils are polite and well behaved, and have positive attitudes to learning. Relationships between pupils and staff are very good. They feel safe in school.
- The extra money the school receives through the pupil premium to support pupils who need extra help is used effectively.
- Teaching has improved and is now at least good, and some is outstanding. Teachers have high expectations and plan activities which make learning meaningful for pupils.
- The school provides a broad range of opportunities to develop writing and mathematical skills across a variety of subjects.
- The governing body is effective in supporting the school. The headteacher and school leaders have monitored the school's performance, leading to improvements in the achievement of pupils since the previous inspection.

It is not yet an outstanding school because

- Pupils do not always have opportunities to reflect on their learning to demonstrate how secure their understanding is.
- While the teaching of reading is good, checks to ensure gaps in some pupils' skills are being addressed need to be more thorough.
- Although there is good practice in teaching, there are not sufficient opportunities for teachers to share outstanding features to increase the proportion of outstanding practice across the school.

Information about this inspection

- Inspectors observed 17 lessons, four of them jointly with senior leaders. In addition, inspectors observed parts of lessons, listened to pupils read and scrutinised the work in their books.
- Inspectors met with pupils and talked about their work. Meetings were held with middle leaders, and the Chair of the Governing Body and two other members.
- Documentation covering safeguarding, the management of performance of staff, records of behaviour and safety, the attendance, and checks of pupils' attainment and progress were reviewed.
- Inspectors took account of 13 responses from parents and carers in the online questionnaire (Parent View) and the school's own survey of parental views, as well as talking to parents and carers informally during the inspection. Questionnaires from staff were also considered.

Inspection team

Howard Jones, Lead inspector

Additional inspector

Susan Senior

Additional inspector

David Storrie

Additional inspector

Full report

Information about this school

- This is a larger-than-average-sized primary school.
- In the Early Years Foundation Stage, there are two Reception classes.
- A large proportion of pupils are from minority ethnic heritages and the proportion of pupils who speak English as an additional language is higher than average. The main ethnic group is Nepalese.
- The proportion of pupils receiving support from the pupil premium funding, which is extra government support for pupils known to be eligible for free school meals, looked after children and those from service families, is average.
- The proportion of pupils supported at school action, school action plus or who have a statement of special educational needs is above average.
- The school exceeds the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not have alternative provision for any of its pupils.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in order to further promote rapid and sustained progress for all pupils by:
 - ensuring pupils reflect on their own learning so they have opportunities to demonstrate their understanding
 - provide more opportunities for teachers to share outstanding practice
 - rigorously checking the teaching of reading across the school so that gaps in pupils' skills are addressed quickly.

Inspection judgements

The achievement of pupils

is good

- Children in the Early Years Foundation Stage make good progress. Children enter Reception with skills that are below age-related expectations and most enter Year 1 showing a good level of development. This is because good routines exist, and teachers and other adults model talking skills using phonics (letters and sounds) effectively.
- Attainment rose sharply in mathematics in 2012 for pupils in Year 6. An above-average proportion of pupils achieved the higher Level 5 and some Level 6. Attainment in English is average. Since the last inspection, the school has focused on improving writing and, as a result, achievement in writing is stronger, and this was especially so for boys. Less-able pupils achieved better than similar groups nationally in English.
- The learning and progress of current pupils are good in all year groups. The school's checks on pupils' progress indicate that pupils are on track to reach or exceed the progress they should make by the end of Key Stage 2.
- Disabled pupils and those with special educational needs make good progress. They achieve as well as their peers. A range of additional approaches used by both teachers and other adults are effective in developing their independence, and they confidently access learning activities across subjects.
- Pupils who speak English as an additional language and pupils from minority ethnic groups achieve well. Like their peers, their progress is good in mathematics and achievement is strong in writing. They are provided with good levels of support where needed, and they are able to apply their skills across subjects, which strengthens learning.
- Pupils supported through the pupil premium funding make good progress. Based on average points scores, they make the same progress as their peers in mathematics, with some achieving the higher Level 5. In English, these pupils are two months ahead of other pupils. Current progress shows gaps continue to close across year groups.
- Pupils enjoy reading. Younger pupils link letters and sounds to help them read new words. Pupils taking the phonics screening check in Year 1 achieved above the national average. Older pupils speak confidently about the books they read, and read across a range of text. However, gaps in some pupils' reading skills sometimes go unchecked and progress in reading is not as consistent as in other subjects.

The quality of teaching

is good

- The quality of teaching has improved markedly. Recommendations from the previous inspection have been addressed as a result of rigorous monitoring and good training. Consequently, all teachers have high expectations and use interesting resources to make learning relevant so that pupils' engagement is strong in lessons.
- In Reception, children grow in confidence in using number skills. For example, in one session, because explanations were clearly demonstrated, children were enthused and excited as they set about solving number problems and showed they can work independently in talking about numbers.
- Marking has improved. Teachers conscientiously provide pupils with useful feedback and next steps in their learning. Pupils have opportunity to respond to these comments. Examples seen in some exercise books show clear references to how pupils can be more successful to help them move toward the next level in their learning.
- Where teaching is effective, pupils' engagement in their learning is strong. For example, in a mathematics lesson, learning was linked to real-life scenarios and effective use was made of information and communication technology (ICT). Well-paced activities with clear links to pupils' targets ensured learning was sustained at a high level. Effective questioning by the teacher with reference to pupils' work challenged pupils to reflect and check how they might improve the quality of their work further. Pupils clearly demonstrated deep understanding.

- Teachers are effective in developing pupils' speaking and listening skills. Pupils often work in pairs or groups where they can discuss their learning and work collaboratively. This results in pupils using subject vocabulary confidently, which they go on to apply in their written work.
- Both teachers and other adults are skilled in supporting learning for key groups and individual pupils. They tailor activities to support their learning. Therefore, less-able pupils, disabled pupils and those who need extra help are successful and make progress equal to their peers.
- Some inconsistencies in the quality of teaching remain. For example, opportunities are not always created for pupils to reflect on what they have learnt and the factors that have contributed to their success. Because these opportunities are missed, pupils are not always able to demonstrate how secure their understanding is.

The behaviour and safety of pupils are good

- Pupils' attitudes are consistently positive toward their learning. Pupils work well together and the conversations they have with each other about their learning are productive. Children in Reception are welcoming, and happy to talk about their activities and to express their ideas, and can work independently when they need to. Pupils listen well to their teachers and are keen to make contributions. During more interactive activities, pupils take part with enthusiasm, and many are confident in using particular subject vocabulary. However, pupils do not always have extended opportunities to demonstrate their understanding through dialogue to further enrich their learning experience.
- Pupils say they feel safe and enjoy coming to school. They say their teachers are very caring and supportive whenever they need any help or encouragement. If they feel they would like someone to talk to, their teachers organise friendship groups. Pupils new to the school are welcomed and made to feel at home.
- Pupils enjoy taking on responsibilities. Some act as 'buddies' to other pupils. Pupils from across the school lead in assembly for example, children from Reception participate in assemblies both through dance and reading prayers they have written. The school's Christian ethos permeates across the whole school and both pupils and staff share a common sense of community. Pupils are accepting of each other's differences.
- Pupils say behaviour is good and that there are no bullying or racist incidents. The school's own records confirm that behaviour over time is good. Pupils understand that there are different types of bullying, including cyber-bullying, and understand how to use the internet safely.
- Attendance is above average overall. The school has strong links with parents and carers, who say they value this support. The online questionnaire (Parent View) and the school's own surveys show parents and carers are happy with the school's work.

The leadership and management are good

- The school has improved since the previous inspection because of the strong and effective leadership of the headteacher. The deputy headteacher, other leaders and staff have shared in this drive to sustain the improvements in pupils' achievement, which are now evident across the school.
- Decisions on career and pay progression are closely linked to how well pupils' outcomes are improved. Support for teaching performance is linked to targets to improving pupils' achievement so that staff are held to account, and this provides good information for governors.
- The local authority has provided appropriate support since the last inspection. Its own evidence shows that pupils are now making good progress and the school has the capacity to sustain this.
- Opportunities to be successful are strong in the school. Disabled pupils and those who need extra help have equal access to become as successful as other pupils. The school is effective in engaging parents and carers in supporting their child. The extra funding the school receives through the pupil premium has been used effectively to engage pupils at risk of not doing well but who now make progress similar to their peers. Parents and carers speak of how much they

appreciate what teachers have accomplished.

- Checks on pupils' progress and the quality of teaching have served to inform school planning. For example, this has led to good training opportunities, and teachers speak highly of the value they place on these in improving their classroom practice. However, although teachers work well together to plan engaging learning activities for pupils, there are not sufficient opportunities for them to share outstanding practice to increase the proportion of outstanding teaching across the school.
- Subjects are planned well to provide a strong focus on the application of learning skills. Consequently, there are many opportunities for pupils to use their literacy and numeracy skills within real-life contexts. The use of information and communication technology (ICT) is equally strong. Pupils with differing talents and abilities are supported effectively. However, checks to ensure gaps in some pupils' reading skills are being addressed need to be more thorough.
- Provision for spiritual, moral, social and cultural development is exemplary. Pupils explore other cultures and participate in a range of artistic activities. Pupils study German and have very good learning experiences in the use of musical instruments.
- **The governance of the school:**

The governing body is effective in ensuring provision for pupils is of a good quality. Governors hold school leaders to account for improving the quality of teaching and pupils' achievement. They are very much partners in supporting improvements and have a strong commitment to monitoring change. They listen closely to both what teachers and pupils are saying about their school and, consequently, have a developed appreciation of how well the school is moving forward. Governors are developing their own expertise, and make well-judged decisions about staff progression and effectively hold the headteacher to account. The pupil premium funding has been allocated appropriately to support the development of pupils who need extra help and, as a result, their achievement and engagement have improved. Governors also manage other finances effectively and oversee safeguarding policies and procedure to ensure pupils are kept safe.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	118870
Local authority	Kent
Inspection number	401791

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

Type of school	Primary
School category	Voluntary Controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	278
Appropriate authority	The governing body
Chair	Dr Alan French
Headteacher	Annie Wiles
Date of previous school inspection	10 February 2010
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