

# All Souls' Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	118870
<b>Local Authority</b>	Kent
<b>Inspection number</b>	291274
<b>Inspection dates</b>	25–26 April 2007
<b>Reporting inspector</b>	Clive Lewis

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	283
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kevin Edwards / Caroline Solanai
<b>Headteacher</b>	Ann Wiles
<b>Date of previous school inspection</b>	22 April 2002
<b>School address</b>	Stanley Road Folkestone CT19 4LG
<b>Telephone number</b>	01303 275967
<b>Fax number</b>	01303 273868

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is situated in an area of high social deprivation. Attainment on entry is below average and the school has a greater proportion than average of pupils for whom English is a second language. Owing to the school's close proximity to an Army garrison, there is a very high level of mobility, so that, typically, more than half of any Year 6 cohort has joined the school midway through or nearing the end of their primary education. At the time of the inspection the headteacher had been in post for less than one full school year.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

All Souls' is a satisfactory school with several good aspects to its work. Leadership and management are satisfactory. Initiatives introduced by the headteacher are already having a positive effect on several aspects of the work of the school, but it is too early to evaluate the full impact. Senior management has begun to sharpen the use of assessment data and individual pupils' progress is now tracked much more effectively. Importantly, this has led to an improvement in the speed with which intervention strategies, such as those designed to support pupils making less than expected progress, are employed. Governors are supportive of the school's work but are not yet sufficiently informed about the school's achievements to be able to act appropriately as a 'critical friend'. The school works very well in partnership with others to promote pupils' well-being and the overwhelming majority of parents are very supportive of the school, one writing 'My children have all felt happy and confident in the school and the school atmosphere is fantastic'.

Levels of attainment on entry to the school are below average. Achievement overall is satisfactory. Children make good progress in the Reception classes and in Years 1 and 2 so that standards are above average by the end of Year 2. By the time pupils leave the school at age 11 standards are broadly in line with the national average in English and a little higher in mathematics. This apparent reduction in the rate of progress is largely because of the very high level of mobility of pupils. In science, standards are below average, in the main as a result of weaknesses in investigative work. Pupils with learning difficulties and those for whom English is an additional language receive good support which helps them to achieve well. The standards achieved ensure pupils develop satisfactory skills that will contribute to their future well-being.

Personal development and spiritual, moral, social and cultural development are good. Pupils learn how to be safe and healthy and take responsibility for themselves and others. They enjoy coming to school, as evidenced by the above average levels of attendance and their good behaviour, and they make a good contribution to the local community. Although the curriculum is satisfactory, more needs to be done to develop the pupils' independent learning skills, particularly, but not exclusively, in science. Teaching and learning are satisfactory overall and in the lower school are consistently good or better. There are some inconsistencies in teaching in Key Stage 2. Staff care for the pupils very well; there is a very strong ethos of inclusion underpinned by the provision of a wide range of support for vulnerable pupils. Pupils are beginning to develop an understanding of their own learning and are able to talk about their new targets for English. Effective steps have been taken to promote improvement since the last inspection and, under the leadership of the new headteacher, the school has a good capacity to make the necessary improvements.

A small proportion of schools' where overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### What the school should do to improve further

- Improve teaching in Key Stage 2, ensuring that teachers plan better for the range of pupils' capabilities so that it matches the good and frequently outstanding teaching in Key Stage 1.
- Improve standards in science by increasing the opportunities for investigative work.

- Provide more consistent opportunities throughout the curriculum for pupils to develop their independent learning skills.

## **Achievement and standards**

### **Grade: 3**

Children enter the Foundation Stage with limited communication and social skills and their overall attainment is below that typically found. Although they make good progress as a result of the very strong focus on developing social and language skills, on entry to Year 1 a significant minority have not attained levels expected for their age. Pupils achieve very well in Years 1 and 2 because of good and frequently outstanding teaching. As a result, standards by the end of Year 2 are above average. Standards at the end of Year 6 are only average, however. Although this is, to some extent, because of less effective teaching, it is largely because children from the local Army garrison are subject to frequent moves when the Gurkha regiments are re-stationed. The result of this is that the majority of pupils in any Year 6 cohort have not attended the infants and many arrive towards the end of the juniors. This makes any comparison between pupils' achievement at the end of Key Stage 1 and at the end of Key Stage 2 erroneous. Although overall standards in the previous years' national tests were satisfactory, the standards in science were particularly low and the school has begun to implement strategies designed to remedy the weaknesses in investigative work.

## **Personal development and well-being**

### **Grade: 2**

Pupils enjoy school and, as a result, levels of attendance are above those found in most primary schools and their behaviour in lessons and around the school is good. Relationships are good and develop pupils' self-esteem very well. Pupils say they feel safe because they know that adults will help them if they have a problem. Their knowledge and understanding of other cultures are very good and enhanced by the school's close links with the families from the Gurkha battalions. Pupils are encouraged to take on responsibility and make a contribution to the life of the school, particularly through their involvement in the school council. Pupils with learning difficulties and disabilities, and those whose home language is not English, make good progress, because the school includes them fully in all aspects of school life. As a result of the good opportunities for spiritual, moral, social and cultural development, pupils learn about and respect the views, values and beliefs of others. Current initiatives aimed at encouraging pupils to adopt healthy lifestyles show early signs of success and the school has achieved 'Healthy School' status. Pupils contribute well to the community, raising sums of money for charities locally and further afield.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching in the Foundation Stage and in Key Stage 1 is good overall and is frequently outstanding. As a result, pupils make good progress. Teachers have a very good understanding of pupils' needs and lessons are well planned and structured. Classroom organisation is very good and pupils are managed very well. Plenty of opportunities are provided for speaking and listening and for independent learning. Teachers are skilled in asking questions that develop pupils' curiosity and extend their language and thinking skills. Teaching at Key Stage 2 is

satisfactory; teachers do not always match tasks to meet pupils' varied abilities. Scrutiny of workbooks indicates that pupils are not given enough opportunities to develop their independent learning skills. This is particularly evident in science where worksheets are over used and pupils have few opportunities for hands-on investigative work.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is broad and balanced and generally meets the needs of pupils. Planning is based on national guidance. Good use is made of information and communication technology (ICT) both in pupils' work and in the use of interactive whiteboards to increase pupils' understanding in all curriculum areas. The use of specialist instructors in ICT and music and the provision of French and Spanish lessons are a very effective and efficient use of resources. Pupils take part in a good range of clubs organised to meet their interests. Pupils' knowledge of specific subjects is enhanced by visitors to the school who talk about their work and visits to places of interest. However, the school has correctly identified the need to review its curriculum, especially at Key Stage 2, where, currently, the provision of appropriate work for pupils of differing abilities and opportunities for independent research and investigative activities are limited.

## **Care, guidance and support**

### **Grade: 2**

Pastoral care is good with some outstanding features; pupils say that they feel safe and know that they can always find an adult to talk to. Care for vulnerable pupils is outstanding; a family liaison officer supports and monitors these pupils and their families. Support for pupils who have English as an additional language and pupils with learning difficulties and disabilities is good. Pupils joining the school mid-way through their primary education make good progress from frequently low levels of attainment as a result of the school's good induction procedures and support. The school's procedures to protect children are clear and secure. Academic guidance is satisfactory and improving. A new tracking system allows the school to track the progress of individual pupils on a termly basis. Although there are signs that this is beginning to lead to improvements in progress, it is still in its very early stages of implementation.

## **Leadership and management**

### **Grade: 3**

The headteacher has introduced a series of curriculum and assessment initiatives designed to improve the progress of pupils, particularly in Key Stage 2. However, the changes made are so new that they are yet to be reflected in improved achievement or standards. The senior management team is beginning to use data appropriately to check on its own performance and the recently introduced termly tracking of pupils' progress is providing the school with secure, accurate data with which to monitor and assess pupils' progress. As a result, intervention strategies are now being employed more rapidly. The school development plan accurately prioritises the important areas for development and resources are used well. The governing body is supportive of the school but has been less successful in developing a culture of challenge for the school by asking critical questions with the aim of helping to raise pupils' achievement. Links with parents and outside institutions add significantly to the pupils' opportunities and this is reflected in the very positive view that parents have of the school. The school is rightly

proud of its reputation as a very inclusive school and is very successful in welcoming and supporting the significant proportion of pupils joining the school having started their education elsewhere. Overall, the determination of the headteacher, the accuracy of the school's self-evaluation and the shared sense of purpose and commitment amongst staff demonstrate that the school has a good capacity to improve further.

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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>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
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	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
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	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

30 April 2007

Dear Pupils

Inspection of All Soul's Church of England Primary School, Folkestone CT19 4LG

I would like to thank you for your help during the recent inspection of your school. My colleagues and I very much enjoyed our visit.

All Souls' is a satisfactory school. Your headteacher and staff care for you well and give you good support to enable you to learn and enjoy your lessons. They make sure you understand how to look after yourselves and keep safe and you do this well. You told us that you like school and there are lots of things to do and enjoy. We agree with you. Your behaviour is good and you work hard and try to succeed in all that you do.

We have asked your school to do some things to make it better:

- Give you lots more chances to do your own investigations in science
- Improve lessons in the juniors so that you all make better progress
- Give you more chances to work independently and find things out for yourselves.

We are confident that, with your help, the school will improve still further.

I wish you well in your future education.

Yours faithfully

Clive Lewis Lead Inspector