

# St Eanswythe's Church of England Primary School

Church Street, Folkestone, Kent CT20 1SE

## Inspection dates

12–13 March 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an outstanding school

- The co-headteachers and other leaders share a passion and determination to go above and beyond for the pupils in this school. As such, pupils receive an outstanding educational provision.
- Personal development, welfare and behaviour provision is outstanding. Leaders provide an extensive range of very effective 'wrap-around' support for pupils and families.
- Teaching, learning and assessment is outstanding. Pupils thrive in well-planned, stimulating lessons. Pupils make very strong progress.
- Leaders spend additional funding received from the government very wisely. The sports premium is used very successfully. Pupils engage in a wide range of school sports and activities.
- Pupils with special educational needs and/or disabilities (SEND) are exceptionally well supported. They make strong progress from their starting points.
- Children in the early years receive an outstanding education. They are happy, confident and articulate children who are very well prepared for the next steps in their education.
- Phonics support for pupils is exceptional. The well-organised provision is skilfully taught by expert staff. Pupils' phonics skills are highly developed.
- Pupils' outcomes across the school are very strong and improving. Pupils write well, they solve mathematical problems effectively and they read fluently and confidently.
- Pupils have many opportunities to learn about a wide range of interesting subjects and topics. Pupils do not routinely learn deeply enough about the themes they study in history and geography.
- Disadvantaged pupils achieve strong outcomes. However, some do not make as much progress as other pupils with similar starting points.

## **Full report**

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

- Leaders should ensure that all pupils further deepen their knowledge and understanding in geography and history, and continue to improve the progress made by all disadvantaged pupils.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- Leaders are highly ambitious for all pupils. They are steadfast in their determination to ensure that all pupils are well supported to learn effectively. The exceptional care provided by leaders and staff for pupils starts before school and continues well after lessons have finished. Pupils excel in this caring and nurturing environment.
- Leaders have created strong partnerships with other local schools. All staff learn from and share ideas with partner school colleagues. Staff appreciate these development opportunities, as well as other highly valued professional training they receive.
- Subject leaders are very knowledgeable and skilled. They share their subject expertise with other staff regularly. They support teachers very effectively to provide pupils with interesting and motivational topics to learn. As a result, pupils' subject-specific skills in many subjects are developing strongly.
- Leaders' work to ensure that all pupils achieve to the best of their ability is very effective. They ensure that the information they gather to inform them of pupils' progress is accurate. Leaders know when to provide additional and appropriate support to pupils. As a result, pupils make very strong progress in reading, mathematics and writing.
- Pupils have many opportunities to develop their spiritual, moral, social and cultural understanding. During the inspection, Year 6 were maturely debating the topic 'life after death', Year 5 visited the Battle of Britain Museum and Year 1 learned about people who help others. Pupils are very well prepared for life in modern Britain.
- Leaders spend the pupil premium money they receive very wisely. Most disadvantaged pupils make the same or better progress compared to other pupils with similar starting points.
- The sports premium money is exceptionally well spent. Pupils experience many different sports, such as handball, water polo and golf. Leaders' work to develop sports provision has been commended locally and through national accreditation. Pupils know how to keep themselves fit and healthy.
- Parents are exceedingly supportive of the school. Many told inspectors about the 'lovely, caring' and 'nurturing' environment in the school. Most parents feel their children are both safe and very happy at school.
- Although at an early stage of development, leaders have introduced more opportunities for pupils to further build their independent learning skills. Pupils plan and learn about self-chosen topics and homework tasks. Pupils regularly lead assemblies and pupil council meetings. They are very enthusiastic about this way of learning.
- The curriculum is extended well through many after-school clubs, such as dance and drama. Pupils also take part in a very popular art club, exhibiting and selling their art work in a local shop, the profits being given to charity.

- Pupils learn about a wide range of interesting topics, across many subjects. Pupils do not always deepen their subject knowledge and understanding in geography and history as well as they do in English, mathematics and science topics.

### **Governance of the school**

- Governors, known as directors, share the passion and determination of other school leaders to secure the very best education for all pupils. They are highly skilled and knowledgeable. They match their skill sets well to their roles. They are very well placed to support school leaders to continue to improve the school.
- Governors fulfil their legal responsibilities very well. They regularly visit the school to ensure that the school's safeguarding procedures remain effective.
- Governors have a very secure overview of how school funding is spent to support pupils' education. They wisely spend monies to maintain and improve the school site. As such, they have cleverly created outdoor play spaces for pupils in a very constrained site.
- Governors regularly review how additional funding to support vulnerable children is spent. They are very well informed of the impact of leaders' work to support vulnerable pupils.

### **Safeguarding**

- The arrangements for safeguarding are very effective. The culture to keep children safe is extremely strong.
- Staff are very well trained and know their legal duties well. They are fully aware of their responsibilities to keep children safe in education. Staff know how to report any concerns they have and are confident that leaders will address them quickly.
- Leaders follow the proper procedures to recruit staff to work with children.
- Leaders work very effectively with other agencies in a timely manner to support any vulnerable children and their families, keeping accurate and thorough records of their work. Leaders take bold decisions to ensure that they provide the best possible care for pupils. For example, leaders have purposely employed extra staff to provide considered and very effective support to pupils and their families when needed. The care and welfare assistance to keep vulnerable pupils and their families safe is a strength of the school.

### **Quality of teaching, learning and assessment**

### **Outstanding**

- Teaching, learning and assessment is outstanding. Teachers know the pupils very well. They plan interesting and engaging lessons that capture the attention of enthusiastic children. Pupils love learning.
- Teaching uses questioning very skilfully to check pupils' understanding. Teachers allow time for pupils to think about their answers. They expertly adapt questions to help pupils successfully answer the questions posed. Inspectors observed lessons where

teaching engaged all pupils in very enjoyable question and answer sessions. Pupils thrive in lessons and make very strong progress over time.

- Pupils write for different purposes often. Older pupils write personal diaries capturing their views of life in Roman times, for example, while the younger pupils write informative instructions describing what conditions enable a plant to grow well. Teaching of writing is helping pupils develop their grammar, punctuation and spelling very effectively.
- Teaching of mathematics is very successfully allowing pupils to solve mathematical problems and explain their reasoning behind their answers. Pupils eagerly choose challenge questions if they have accurately completed their set mathematical work. Consequently, pupils make rapid progress in mathematics.
- Highly skilled and knowledgeable teaching assistants are very effective. They expertly support pupils' learning in and outside of classes. As a result, pupils with SEND, and pupils needing additional support with learning, make strong progress from their starting points.
- Teachers' high expectations for all pupils to achieve well are consistently applied across all classrooms. Pupils respect classroom routines highly and follow their teachers' instructions exceptionally well. Classrooms are calm and purposeful places of learning.
- The teaching of phonics and literacy every morning is extremely successful. Well-structured group work is expertly organised and matched to the needs of pupils. Pupils are energised by the activities in these sessions. They are very well prepared to learn more throughout the school day.
- Pupils have many opportunities to develop subject-specific skills and knowledge. For example, they learn to evaluate performances in gymnastics and appraise their own and peers' art and technology work. The planned work in some history and geography topics does not develop the subject-specific knowledge of all pupils.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- Pupils' personal development and welfare provision is outstanding. All-day thoughtfully planned provision starts with breakfast club and ends with after-school dinner club. Many pupils attend additional daily sports, music, drama and arts activities often. Pupils' personal development and welfare needs are exceptionally well met.
- Pupils are supremely happy and confident and self-aware. Jolly and enthusiastic pupils interact with each other respectfully and caringly across the school. A very effective buddy system pairs pupils from different year groups together. They look after each other during the day and attend school activities together. The buddy system is highly valued by pupils and parents.
- Pupils know how to keep themselves safe and healthy. Pupils are very aware of the dangers of using technology inappropriately. They learn how to stay safe online and

how to use mobile technology correctly. They know how to report any concerns they have to adults.

- Pupils are very respectful of peoples' differences. Pupils told an inspector how everyone is respected at their school. Pupils say that bullying rarely happens, if at all.
- Most parents feel the school is caring, nurturing and supportive of their children's personal development and welfare needs. One parent reflected the views of others by saying how impressed they were with the way in which the school encourages pupils' interests beyond the school day.

## **Behaviour**

- The behaviour of pupils is outstanding. Pupils take great care of the school site and buildings. There is no litter or graffiti. Pupils move around the buildings carefully and safely. They play together properly during play times. Lunchtimes are calm as pupils eat their food respectfully together. They tidy up after themselves well.
- Pupils' behaviour in classrooms is exemplary. They follow teachers' instructions promptly. No learning time is lost. Pupils move from one activity to another seamlessly and with little teacher intervention.
- Pupils attend school regularly. Leaders work very closely with the few pupils and their families who require support. No groups of pupils are disadvantaged by poor attendance.

## **Outcomes for pupils**

## **Outstanding**

- Pupils' outcomes are outstanding. Pupils' attainment in recent years, at the end of key stages 1 and 2, has been consistently well above average. Current pupils' attainment is very high across all year groups.
- Pupils' writing skills are very strong. They write well for different purposes. They have a strong command of grammar and punctuation. They accurately spell a wide range of age-appropriate vocabulary.
- Pupils achieve highly in mathematics. Across all year groups pupils confidently complete age-related mathematical problems correctly. Many pupils are making very strong progress in mathematics.
- Science outcomes are very impressive. Pupils' science practical and investigative skills are highly developed. Many pupils have a deep understanding of the science topics they have learned.
- Pupils use their phonics skills to decode words incredibly well and with great confidence. They read fluently. Pupils receiving extra support for phonics are making rapid progress from their starting points.
- Disadvantaged pupils are making very strong progress. Some pupils in key stage 1 do not make as much progress as others with similar starting points.

- The personalised support received by pupils with SEND supports the substantial progress that most make over time
- Pupils are very well prepared for the move from primary school to secondary school. Pupils visit their secondary school of choice to learn about the new routines and expectations they will encounter. The school's work to prepare pupils for this transition is recognised as a model of best practice across several local primary schools.
- Pupils develop their physical fitness and sporting skills assuredly. The vast range of sporting opportunities on offer for pupils, from water polo to golf, builds pupils' competitive nature well while helping them learn to be effective team sports players. The school's work to develop pupils' physical education provision has been recognised with a national sports accreditation.
- Pupils' outcomes across some history and geography topics are not as strong as those seen in English, mathematics and science.

### Early years provision

### Outstanding

- Children in the early years receive an outstanding education. Children in the early years are exceptionally happy and confident. They excel as outstanding learners and are articulate children.
- Teaching in the early years is outstanding. Staff plan exciting and interesting activities that fully engage children. Children keenly describe their writing, for example describing a story about a fox and dog to their teacher, while learning to write simple sentences accurately.
- Highly trained and experienced teaching assistants guide children to learn and use a very wide range of challenging vocabulary in the early years. They use different fun techniques to motivate children well. Teaching assistants skilfully question children to help them learn and develop more. Children are making very strong progress from their starting points.
- Children learn many interesting topics through a wide range of subjects. For example, children learn to develop their creative skills deeply through art and design work.
- Children are learning quickly how to be independent and responsible. They can choose their own work from many different topics, as do the older pupils in the school. Children know they can attempt more challenging problems and activities once they have finished their work. They are very well prepared for the next steps in their education.
- Children are very safe in the early years. Staff know their legal responsibilities well. They are well trained, knowing how and when to report any concerns they have about children's welfare and safety. They know that these concerns will be dealt with swiftly by leaders.
- Leadership of the early years is excellent. Leaders understand the needs of all children extraordinarily well. They use accurate assessment information to plan the most appropriate next steps in learning for children. They communicate with parents

regularly and keep parents well informed of their child's progress. Parents are very happy with the provision their children receive in the early years.

- Children and their families are very well supported with the transition from nursery to school. Leaders and staff visit local nurseries and often meet with parents to make sure that the transition is smooth. Children are very effectively prepared to start their education in early years.

## School details

Unique reference number	139315
Local authority	Kent
Inspection number	10058160

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	218
Appropriate authority	Board of trustees
Chairs	Helenor Rogers and Heather Sutherland
Headteachers	Jean O'Callaghan and Sarah Laws
Telephone number	01303 255516
Website	<a href="http://www.st-eanswythes.kent.sch.uk">www.st-eanswythes.kent.sch.uk</a>
Email address	<a href="mailto:admin@st-eanswythes.kent.sch.uk">admin@st-eanswythes.kent.sch.uk</a>
Date of previous inspection	27 March 2018

## Information about this school

- This is an average-sized, one-form-entry primary school. It became an academy in February 2013.
- The proportion of disadvantaged pupils is in line with average.
- The proportion of pupils with SEN and/or disabilities is above average.
- There is a breakfast and after-school club run by the school.
- The school is a member of the Folkestone Ethos School Improvement Limited federation of schools.

## Information about this inspection

- Inspectors carried out learning walks and lesson observations with senior leaders. A learning walk focused on the school's spiritual, moral, social and cultural provision and another looked at the progress made by pupils with SEN and/or disabilities.
- Inspectors carried out a work scrutiny with senior leaders.
- Inspectors considered 146 responses to the Ofsted online survey, Parent View. Inspectors also met with parents on both mornings of the inspection.
- Inspectors spoke with pupils during lessons and at breaktimes. An inspector also met with a group of pupils. An inspector heard a group of pupils read.
- The lead inspector met with two headteachers from the Folkestone Ethos School Improvement Limited federation of schools.
- The lead inspector held a telephone conversation with a representative of the Diocese of Canterbury.
- Inspectors met with senior leaders and other staff, and the lead inspector met with the two co-chairs of governors and a group of governors.
- Inspectors considered the published information and school's documentation relating to pupils' achievement, and leaders' evaluations of the school's effectiveness.
- Inspectors reviewed additional funding plans, governor minutes and evaluation reports.
- An inspector reviewed the school's safeguarding procedures and policies.

## Inspection team

Dylan Davies, lead inspector

Her Majesty's Inspector

Maxine McDonald-Taylor

Her Majesty's Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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