

Tribal  
1–4 Portland Square  
Bristol  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 0117 3115319

Direct F 0117 3150430

Direct email: matthew.parker@tribalgroup.com



7 February 2013

Mrs J Gorecka  
Headteacher  
St Martin's Church of England Controlled Primary School, Dorking  
Ranmore Road  
Dorking  
RH4 1HW

Dear Mrs Gorecka

**Special measures: monitoring inspection of St Martin's Church of England Controlled Primary School, Dorking**

Following my visit to your school on 5–6 February 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in January 2012. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory.

Progress since previous monitoring inspection – satisfactory.

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body, the Director of Children's Services for Surrey County Council and the Director of Education for the Diocese of Guildford.

Yours sincerely

Melanie Knowles  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in January 2012**

- Strengthen leadership and management by:
  - developing the role of leaders at all levels in monitoring the work of the school so that there is a shared understanding of what needs improving and how improvement can be achieved
  - making sharper use of the information from the monitoring of lessons to identify key development points for teachers and to set and follow up clear actions for improvement
  - sharpening the use of data so that underachievement is identified and tackled more quickly.
  
- Improve teaching in Key Stage 2 so that all pupils make at least the expected progress in English and mathematics by:
  - raising teachers' expectations and ensuring that they pitch work at the right level for all pupils
  - improving the marking of pupils' work so that they are clear about the next steps in learning
  - ensuring that all staff have good subject knowledge.
  
- Improve the curriculum in Key Stage 2 by:
  - ensuring that planning identifies clearly how skills are to be developed systematically and differing needs are to be met
  - giving pupils more opportunities to write and use literacy and numeracy skills in different subjects
  - ensuring that lessons always do enough to engage pupils fully in their learning.

## **Special measures: monitoring of St Martin's C of E Controlled Primary School, Dorking**

### **Report from the third monitoring inspection on 5–6 February 2013**

#### **Evidence**

The inspector observed 10 lessons in Key Stage 2. Two of these were observed jointly with the deputy headteacher. The inspector also made brief visits to the Reception and Key Stage 1 classes in the school. Meetings were held with a group of parents, four members of the governing body, school staff, pupils and a representative from the local authority. The inspector looked at the school's records of pupils' progress, teachers' planning and pupils' workbooks.

#### **Context**

A new deputy headteacher joined the school in January. The phase leader for upper Key Stage 2 also started this term. Several new governors have joined the governing body, replacing those who had reached the end of their term of office.

#### **Achievement of pupils at the school**

Teachers' checks on pupils' progress from the end of the autumn term indicate that learners in Key Stage 2 are making better progress in reading, writing and mathematics than in previous years. The vast majority of pupils are on track to make at least the expected progress this year. There is still some variation in progress between different year groups and between subjects. Work in books indicates that pupils make less progress over time in subjects such as history and geography than in English and mathematics. School leaders are monitoring these variations carefully. Pupils in Reception and Key Stage 1 continue to make good progress overall.

The phase leaders now take more responsibility for the achievement of pupils. They review pupils' progress regularly with the headteacher and deputy headteacher and then discuss with teachers what needs to be done in lessons to help any pupils who have fallen behind. Senior leaders are beginning to make good use of a new electronic system to track the progress that pupils make throughout the year. Class teachers will be trained to use the system later this term. The teacher who coordinates the provision for disabled pupils and those with special educational needs has already used the system to check the impact of additional support programmes to see which ones are the most beneficial for pupils.

The inspector judged pupils' achievement to be good in most of the lessons seen in Key Stage 2 during the monitoring inspection. One inadequate lesson was seen. In

this lesson and in the few others where teaching required improvement to be good the pace of learning was still too slow and the lessons were not well structured.

### **The quality of teaching**

There was considerable variation in the quality of teaching seen during this monitoring visit. The majority of teachers in Key Stage 2 have continued to improve their practice. Their subject knowledge has developed and they have become more confident about linking subjects to make learning meaningful for pupils. For example, in Year 6 pupils are studying Picasso this term. They have attempted to create their own pictures in the style of the artist and have used one of his pictures as a stimulus for writing an imaginary dialogue between the characters depicted in the painting. Pupils have greatly enjoyed this work and have produced some high-quality writing. Most teachers have also become more expert at managing small-group work in lessons. Many of the teaching assistants have developed their skills in questioning pupils and now lead small-group work effectively. There are still some lessons where the task set for the disabled pupils and those with special educational needs is too difficult.

Senior leaders have identified the teachers who need help to develop their skills and have put intensive support in place to enable them to make rapid improvement.

The improvement in the quality of teachers' marking has been maintained in most classes. Pupils are now given time in lessons to respond to teachers' comments and complete corrections. Senior leaders have revised the marking policy to reduce the workload for staff.

Progress since the last monitoring inspection on the areas for improvement:

- Improve teaching in Key Stage 2 so that all pupils make at least the expected progress in English and mathematics – satisfactory.

### **Behaviour and safety of pupils**

Behaviour in lessons and around the school continue to be good. Pupils are polite and well mannered to each other and adults. It is clear that pupils want to learn and most of them work hard in lessons. Occasionally, concentration lapses when pupils are working in a group without the help of the teacher or teaching assistant. Pupils respond quickly to the teacher's reminders to get on with their work, but do not always achieve as much as they could in the time.

### **The quality of leadership in and management of the school**

The senior leadership team is now at full strength and working together well. The headteacher has ensured that the roles and responsibilities for the team are clear. The new deputy headteacher and upper Key Stage 2 phase leader have made an

impressive start. They have swiftly built good working relationships with colleagues and already have a clear understanding of what needs to be done to improve the school further. The new deputy headteacher has taken over responsibility for the development of the curriculum. She also gives support to individual teachers by planning lessons jointly and working alongside colleagues in the classroom. This tailored support only started in January, so it is still too early to see the full impact.

The four phase leaders work well together as a team and make an increasingly effective contribution to improving the school. They check teachers' assessments to ensure they are accurate and review pupils' workbooks to check that English and mathematics books are marked regularly. They meet regularly with their staff teams and identify training needs.

Work to develop the curriculum in Key Stage 2 is on course for completion by the end of July. Most classes have drawn up their termly plans for the rest of this academic year. The plans show strong links between subjects such as literacy and history, but some year groups have not considered how they will provide opportunities for pupils to develop mathematical skills in other subjects such as science or design and technology. Teachers' lesson plans show that the 'topic-based' approach is becoming more embedded in Years 5 and 6. Pupils say they really like themed days such as the Roman Feast Day or the Pirate Day. The school has plans to fund even more of these activities to ensure that the new curriculum regularly provides memorable experiences for pupils in all classes.

The governing body has managed recent changes to its membership very effectively. New governors have been trained quickly so they can make a full contribution to the team. All are confident to ask questions in meetings and are encouraged to do so. The committee structure of the governing body has been streamlined so that there is a strong focus on improving the achievement of pupils. Governors receive regular information about how well pupils are progressing. They have asked the headteacher to change the format of her reports so that they can see exactly how much progress pupils in every class make each term.

Progress since the last monitoring inspection on the areas for improvement:

- Strengthen leadership and management – good.
- Improve the curriculum in Key Stage 2 – satisfactory.

### **External support**

Consultants from the local authority have continued to provide tailored support for teachers in effective planning for English and mathematics. This has been well received and has contributed to the growing confidence of staff. Support from the local authority is decreasing proportionately as the leadership capacity in the school grows. The local authority has confidence in the headteacher's ability to continue the

drive for further improvement. The local authority will provide induction training for the new deputy headteacher.