

St Matthew's CofE Primary School

Linkfield Lane, Redhill, Surrey, RH1 1JF

Inspection dates 25–26 June 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' attainment in writing is not yet firmly established or high enough.
- The quality of teaching is not yet consistently good or better across the school.
- The outcomes for pupils from White British backgrounds and those eligible for the pupil premium are not yet good enough.
- Some teaching does not challenge pupils enough.

The school has the following strengths

- The strong leadership of the headteacher, other leaders and governors is rapidly improving the quality of teaching.
- The strong promotion of pupils' spiritual, moral, social and cultural development is reflected in the vibrant wall displays, the range of subjects taught and the breadth of experience offered to pupils.
- There have been marked improvements in pupils' attainment and progress this year.
- Pupils have very positive attitudes to learning and school and their behaviour is good.

Information about this inspection

- The inspectors saw teaching across the school. They observed one assembly, 25 lessons and pupils' behaviour in the playground. The majority of lessons were observed jointly with the headteacher or deputy headteacher.
- Discussions were held with pupils, the Chair and other members of the Governing Body, the headteacher, staff and representatives of the local authority and the Diocesan Board of Education.
- The inspectors observed many aspects of the school's work, including supervision and support for pupils who need extra help. They examined pupils' work in their exercise books and on classroom and corridor wall displays, and heard groups of pupils read.
- The inspectors looked at a number of documents including lesson plans, plans for the school's future development, the school's arrangements for keeping pupils safe, pupils' attendance records, minutes of governing body meetings, records of how pupils' learning is monitored and records of how the quality of teaching is checked.
- The views of parents were taken into account, including those expressed in responses to the online Parent View survey and a number of letters.
- Staff views were taken into consideration by looking at returned questionnaires and discussions with several members of staff.

Inspection team

Steven Popper, Lead inspector

Seconded Inspector

Jill Thewlis

Additional Inspector

Ann Short

Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- The school is a much larger than average primary school.
- When the school was last inspected by Ofsted it was given a notice to improve.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.
- The proportion of pupils who are eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families, is higher than the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average, as is the proportion supported at school action plus or with a statement of special educational needs. Some of these pupils have speech, language and communication needs, whilst others have behavioural, emotional and social difficulties. Several pupils are autistic. The school provides a Key Stage 2 specialist unit for pupils with autism.
- Just over half the pupils are of White British heritage, whilst other pupils come from a range of minority ethnic backgrounds. Nearly 40% of pupils speak English as an additional language.
- Children in the Early Years Foundation Stage are organised in two Nursery classes and two Reception classes.
- The number of pupils joining or leaving the school other than at the usual times is slightly higher than in most other schools.
- There have been eight new teacher appointments since the previous inspection, including an Early Years Foundation Stage leader.

What does the school need to do to improve further?

- Continue to improve the quality of teaching so that all is good or better by:
 - ensuring a consistently high level of challenge for all pupils
 - consistently providing pupils with feedback that tells them how they can improve their work.
- Continue to raise the attainment of all pupils in writing.
- Continue to raise the overall attainment of pupils from White British backgrounds and those eligible for the pupil premium.

Inspection judgements

The achievement of pupils

requires improvement

- In recent years, pupils' attainment in national tests in reading, writing and mathematics at the end of Key Stage 1 and Key Stage 2 has been lower than in most schools, with pupils' results in writing being particularly low in both key stages.
- Test results for pupils from White British backgrounds have been lower than those of other pupils.
- Pupils eligible for the pupil premium generally achieve lower results in national tests in both English and mathematics than other pupils in the school, with a gap in performance of about one term.
- Recent improvements to the quality of teaching mean that most pupils are now making better than expected progress. Pupils made good progress during the majority of lessons seen during the inspection.
- A very large majority of children start Nursery with skills that are lower than expected for their age, but now make better than expected progress in all areas by the time they move into the Reception year. All children have made the expected progress by the time they join Year 1.
- Pupils' results in the recent Year 1 phonics (linking letters to the sounds they make) reading check were higher than in most other schools. This is because of the improved and well-organised teaching of phonics in the school.
- The gap between the performance of pupils eligible for the pupil premium and others is beginning to close. These pupils have made better-than-expected progress this year, partly because of the targeted support in reading and mathematics that they receive from an additional teacher paid for by pupil premium funding.
- Most disabled pupils and those with special educational needs have made better than expected progress this year. Their results are broadly in line with similar pupils in most other schools, but lower than those of other pupils at St Matthew's.
- Pupils demonstrate a love of reading and talked about the books they read with enthusiasm and delight. Pupils are regularly heard reading aloud and the books they read are matched to their needs and abilities.
- Pupils present most of their work to a good standard because of their teachers' high expectations during lessons and the excellent modelling of high standards of presentation found in displays around the school.
- A very large majority of parents expressed positive views about the achievement and progress of their children. Pupils are proud of their achievements and the quality of their learning.

The quality of teaching

requires improvement

- Too much teaching is still not good enough.
- Some teaching lacks pace and challenge and teachers do not explore subjects with sufficient attention to detail. In these lessons some pupils lose focus when working without support and their learning slows. This lack of challenge means that opportunities are lost for pupils to deepen their learning and make the progress of which they are capable.
- All teachers offer pupils feedback about their work, but this is variable in quality. Some feedback, especially written feedback, does not give pupils clear advice about how they can improve their work. As a result, pupils do not always know how to make progress against their targets.
- Teaching across the school is improving rapidly, nevertheless, because of a more effective, whole-school focus on ensuring that pupils make progress and that teaching meets their needs.
- Teaching in Nursery is of very high quality and children develop their language skills and their abilities to make relationships with each other as a result. The well-presented environment is

used very effectively to stimulate children's learning and activities. Verbal support is well matched to children's needs.

- In the best teaching, teachers have high expectations of pupils and enable them to work together effectively and share their ideas and discoveries. Teachers and teaching assistants use skilful questioning to deepen pupils' thinking and check their understanding. Activities are well matched to the needs of individuals and groups. Teachers are knowledgeable and enthusiastic about their subjects. For example, two Year 6 lessons about balancing a budget both featured extended opportunities for pupils to share and check each other's mathematical reasoning with precise and accurate guidance from the teachers.
- Classrooms and corridors contain beautifully presented displays of pupils' work. These displays include very helpful advice about the features of high-quality learning and work, and demonstrate pupils' achievements in a very wide range of subjects. All classrooms have 'writers' walls' containing substantial advice about how pupils can improve their writing.
- The specialist unit for pupils with autism provides a calm, purposeful and effective learning environment. The support pupils receive enables them to learn and make progress.
- Homework is used effectively for pupils to practise their skills and apply their knowledge.

The behaviour and safety of pupils are good

- Pupils demonstrate very positive attitudes to their learning and to the school. They have high expectations of everyone's learning and behaviour. While pupils are generally attentive and willing to learn, their behaviour is not outstanding because they lose focus when the teaching fails to challenge them.
- The school has a very strong ethos of care and respect for others. Pupils' behaviour in the playground, in the specialist unit and when moving around the school is of a high standard; pupils are courteous, respectful and well mannered. Relationships between pupils and adults, and pupils and other pupils are very good. Pupils work together well, as witnessed in the way they cooperated with their learning partners in lessons and contributed to discussions.
- Clear messages on display around the school help pupils to know how to keep themselves safe. They understand different types of bullying, including cyber bullying, and unacceptable behaviour such as racism.
- The school operates an effective behaviour management system that gives pupils clear signals when their behaviour needs improving. Careful monitoring and the promotion of high expectations of good behaviour ensure a consistently good climate for learning.
- The majority of parents who expressed an opinion reported that the school makes sure that pupils are well behaved, but a small minority expressed some concerns about behaviour. A very large majority of staff thought that the school manages pupils' behaviour well.
- Pupils' attendance has improved over time as a result of the school's effective work with parents. Overall attendance is now slightly higher than that in most other schools, although the attendance of pupils receiving support through the use of pupil premium funding is slightly below average.
- Pupils enjoy school and feel safe and happy there. They feel that teachers deal with any poor behaviour well and that they are treated equally by the teachers.

The leadership and management are good

- The headteacher, senior leaders, middle leaders and governors have high aspirations for the school and its pupils. Expectations of pupils' achievement have risen and are now shared across the school. Middle leaders have extended their responsibilities for ensuring pupils' good progress since the last inspection, with the result that the school's capacity for sustained improvement has been strengthened considerably.
- The quality of teaching is now monitored systematically and effectively. Senior and middle

leaders have an accurate knowledge of the quality of teaching across the school and its impact on pupils' progress and achievement. As a result, the weakest teaching has been eradicated and the progress made by pupils has rapidly improved, with higher outcomes predicted for this academic year. However, teaching is still not good enough for all pupils to achieve their potential.

- The school's evaluation of its strengths, weaknesses and priorities for development is well judged. Improvement planning, the performance management of staff and decisions about pay awards are explicitly linked to targets relating to improvements in pupils' results and progress and the quality of teaching.
- The school provides very good opportunities for pupils' spiritual, moral, social and cultural development through the broad range of subjects taught and in additional experiences, such as the extensive variety of after-school clubs. The eye-catching and substantial displays around the school promote understanding and respect for people's histories, feelings, achievements and cultural backgrounds. The assembly witnessed promoted the values of perseverance, competing with others fairly, and being gracious in victory or defeat.
- The school is committed to giving all pupils an equal opportunity to succeed. Pupil premium funding is spent wisely and in a way that is now securing the better than expected progress of eligible pupils.
- The school ensures that all pupils are safe. It keeps appropriate and up-to-date records of its work in this area and meets statutory requirements.
- The local authority and the Diocesan Board of Education have actively supported the school's drive for improvement and have a good understanding of the school's strengths and areas for improvement. They have supplied support and training for governors, and have helped the school receive support from a local leader in education.
- The headteacher and school leadership team have the well-founded confidence of the school's governing body, the local authority, the Diocesan Board of Education, a large majority of parents and an overwhelming majority of the staff.
- **The governance of the school:**
 - The governors are very committed to the school and have a good understanding of its strengths and weaknesses. Governors are active and undertake training to ensure that they keep up to date. Governors offer a good level of challenge to the school. They raise questions about the quality of teaching and its effect on pupils' progress and know what is being done to reward good teachers and tackle any underperformance. Governors set the headteacher performance management targets that accurately reflect the key priorities of the school. Governors ensure the efficient management of financial resources, including the effective use of pupil premium funding, which is an area of priority for them. Their impact on the school's drive for improvement is effective.

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	125235
Local authority	Surrey
Inspection number	408874

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

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	453
Appropriate authority	The governing body
Chair	William Alexander
Headteacher	Janet Lightfoot
Date of previous school inspection	7 March 2012
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