

St Matthew's Church of England Primary School

Linkfield Lane, Redhill, Surrey, RH1 1JF

Inspection dates 1–2 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	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' achievement is not yet consistently good because progress varies between classes and between different groups of pupils.
- Not all teachers make sure that pupils of differing ability make enough progress by setting work that is appropriate for them.
- Teachers do not always make clear what in particular they want pupils to learn in lessons. They do not adapt the tasks set for pupils when it is clear that they are not learning fast enough.
- Teachers do not always make sure that comments made in marking pupils' work will help them to improve quickly.
- Not all Middle leaders are not ensuring that teaching and pupils' progress are consistently good in the subjects they manage, or that all members of staff are following the agreed school policies.

The school has the following strengths:

- Children get off to a good start in the Early Years Foundation Stage and learn quickly.
- Pupils who are learning to speak English as an additional language make rapid progress.
- Pupils with autism are supported effectively in the specially resourced provision, enabling them to achieve well.
- The school promotes pupils' spiritual, moral, social and cultural development well. Consequently, pupils behave well and feel safe.
- Leadership and management, and governance, are good. The headteacher and the senior leadership team are doing the right things to improve teaching and pupils' achievement. Consequently, the school is improving.

Information about this inspection

- The inspection team observed teaching in 24 lessons, of which 16 were joint observations with the headteacher or special educational needs leader.
- Meetings were held with senior leaders, teachers, pupils and members of the governing body, and discussions were held with representatives from the local authority and the diocese.
- The inspectors took into account the 31 responses to the online survey, Parent View, and two letters from parents and carers. Informal discussions were held with a random sample of parents and carers.
- The inspectors considered the views expressed in the survey responses from 33 members of staff.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents, checks on the quality of teaching, the school development plan, and records relating to behaviour, attendance and safeguarding procedures.

Inspection team

Alison Cartlidge, Lead inspector

Additional Inspector

Fiona Robinson

Additional Inspector

Lynn Martin

Additional Inspector

Full report

Information about this school

- St Matthew's Church of England Primary School is much larger than the average-sized primary school.
- There are two Nursery classes and two Reception classes in the Early Years Foundation Stage.
- The proportion of pupils for whom the school receives the pupil premium, which is additional funding for pupils known to be eligible for free school meals and children who are looked after by the local authority, is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is also above average.
- The school has specially resourced provision in Years 3 to 6 for 12 pupils who have autism (Sun Class). Some pupils in Sun Class spend some time in mainstream classes within the school. Pupils across the county are allocated places in this class by the local authority.
- The school has a well above average number of pupils who are learning to speak English as an additional language. These pupils speak a very wide range of first languages.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- There have been several changes in the teaching staff since the previous inspection, including senior leaders.

What does the school need to do to improve further?

- Ensure that the quality of teaching and the progress of the different groups of pupils are consistently good or better, by making sure that teachers:
 - give pupils work that is neither too hard nor too easy
 - always focus on what pupils are expected to learn and not just on what they are to do
 - adapt the work set for pupils within lessons when it is clear that they are not learning fast enough
 - use marking to help pupils to improve their work more quickly.
- Strengthen the role of middle leaders, by:
 - making sure that they hold all members of staff to account for the progress that pupils make in each subject
 - ensuring that all staff consistently apply agreed policies.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires further improvement. This is because progress is not consistently rapid enough in all classes and for all groups of pupils, although attainment is rising, especially by the end of Year 2. When pupils do not learn quickly enough it is because teachers do not give them appropriately challenging work, and not because they do not have positive attitudes towards learning.
- Attainment by the end of Year 6 is broadly average in reading, writing and mathematics. This is because teachers do not consistently provide the most able pupils with hard enough work in lessons so that they can reach the higher levels.
- The school is improving the progress made by disabled pupils and those who have special educational needs. Pupils with autism make good progress in Sun Class, and other pupils who have special educational needs do well when they are supported in additional group work. However, they do not always learn quickly enough in class when teachers give them work that is too hard.
- The gap in attainment between pupils supported by additional funding and others at the school is narrowing. These pupils were a year behind others by the end of Year 6 in 2013 in reading and mathematics and two terms behind in writing. School information indicates that in the current Year 6, the gap has closed in reading and is much narrower in mathematics and writing. However, the progress of these pupils across the school is not consistently fast enough and the gaps remain.
- Pupils who are learning to speak English as an additional language make rapid progress. They receive good support from specialist teachers who make effective use of information on how well these pupils are doing to plan the next steps in their learning and to extend their vocabulary.
- Most children are working below the levels typical for their age when they join the Nursery classes. Children make good progress in the Early Years Foundation Stage because members of staff are skilled at checking up on how well they are doing and adapt work to match their abilities and interests. For example, during the inspection children in the Reception classes were enthusiastic about developing the stories about 'Bog Babies'. Members of staff provided appropriate challenges according to the children's abilities. Leaders are improving the resources available so that children can make better use of technology to support their learning.
- The new funding to help support pupils' physical well-being is enabling them to reach the levels of which they are capable. For example, in Year 4, pupils were improving their ball-handling skills in preparation for playing cricket and were increasing their stamina by constantly being on the move.

The quality of teaching

requires improvement

- Teachers do not always expect pupils to work quickly enough, including in literacy and numeracy, or provide the most able with enough challenge. Sometimes focus on what pupils are to do rather than on what they are to learn. At times work is too hard for disabled pupils and those who have special educational needs, or too easy for the most able.
- The school has developed a new policy for marking. Teachers now frequently write comments on pupils' work. However, they are often too generous with their praise, seeing the completion of a task as being a success. Teachers do not focus sufficiently on challenging pupils to improve their work.
- Members of staff foster good relationships with the pupils. As a result, pupils behave well and gain confidence. Across the school, teaching assistants make a valuable contribution to the pupils' learning. Recent training has enabled them to provide successful guidance when they are working with small groups.
- Teachers provide interesting and purposeful activities that motivate the pupils to want to learn,

especially in the Early Years Foundation Stage. Teaching in this stage is successful because adults make learning relevant and make good use of local resources. For example, children were keen to demonstrate their skills in building sandcastles strengthened by wooden supports, following a visit to a building site. Clear expectations help the children to channel their energy into their work. As one child said, 'You have to do good learning.'

- In Sun Class, teaching is effective because pupils are given relevant and purposeful work and their progress is carefully checked. Experiences such as a visit to the local supermarket help the pupils to develop their social skills in real-life contexts.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Parents and carers are right to be pleased with the way the pupils behave. Pupils enjoy learning new things and help others when working in pairs and by carrying out various tasks around the school.
- Members of staff are good role models for behaviour and are rigorous in ensuring that there is no discrimination of any kind. Consequently, pupils play together sensibly and show respect for the wide range of cultures represented within the school. Pupils who attend Sun Class blend in well with the other pupils when they are working in other classes.
- Pupils make good use of sports equipment at playtimes to take exercise together. They clearly enjoy school, and their enthusiasm is especially evident in their passionate, uplifting and tuneful singing in assembly.
- Pupils get on with their work quickly whether in a group or working alone. Teachers help them to persevere and to be hard-working, but pupils do not always challenge themselves well enough to achieve their best.
- Rates of attendance have improved to broadly average this year following a concerted effort by leaders to stress the importance of coming to school. Leaders continue to work closely with a few parents and carers who do not ensure that their children come to school on time in the mornings.
- The school's work to keep pupils safe and secure is good. Pupils feel safe and know how to stay safe, including when using the internet. They know that they have a part to play in reporting any instances of unkind or bullying behaviour. They say that bullying is rare and that when it occurs adults deal with it quickly and to their satisfaction.

The leadership and management are good

- The senior leadership team has been strengthened since the previous inspection. There is greater clarity in the roles of all leaders, and responsibilities are now shared more widely, enabling each leader to be more effective. As a result, the school is improving more quickly than in the past.
- Through their thorough self-evaluation, senior leaders are clear about what already works well and what requires improvement. They use information about pupils' progress to plan whole-school development, and consequently focus on the right issues to help the school improve further.
- Leaders' checks on teaching have become sharper. As a result, teaching is improving, although it is not yet consistently good. Leaders meet with teachers frequently to discuss the progress of pupils in their classes. This strategy is starting to improve pupils' learning in the few remaining classes where it is not as rapid as it should be.
- The leadership and management of the Early Years Foundation Stage are good, and consequently provision has improved in the last year, leading to children learning more quickly than in the past. The skilful leader works alongside other teachers, so that expertise is shared.
- Middle leaders are being trained to take more responsibility for checking that progress is consistently good or better, and for ensuring that teachers tackle dips in progress as soon as

they arise. However, at present, they do not make sure that staff consistently apply whole-school policies, such as the marking policy. Senior leaders carry out frequent checks by inviting 'secret students' to talk about their work.

- Strong links between subjects make learning interesting and provide wider opportunities and experiences for pupils. There is a suitably strong emphasis on developing pupils' skills in reading, writing and mathematics. A recent project has been successful in improving pupils' progress and enjoyment in reading, as seen in the video that pupils made to share their views with others. The school makes effective use of visits and visitors to make learning interesting. Stunning and vibrant displays of good work inspire the pupils.
- Teachers promote pupils' spiritual, moral, social and cultural development well. There are valuable opportunities for pupils to reflect on their experiences. For example, in collective worship, pupils had the opportunity to learn why 'first impressions count' and this was followed up in lessons as pupils talked about their personalities and what they needed to consider when meeting their new teachers for the first time. The school celebrates cultural differences and this helps pupils to be respectful of others.
- The local authority and the diocese have provided good support for the school. Leaders agree that the help they have received has provided challenge and support to increase the rate of improvement.
- Safeguarding arrangements meet requirements. The school checks rigorously the suitability of all adults who work with pupils, and ensures that members of staff have up-to-date training on how to keep the pupils safe. Members of staff are vigilant in checking up on the pupils' welfare.
- Parents and carers are pleased that their children come to this school. They typically make comments such as, 'The children are happy' and 'Staff know the children well'.
- The school is committed to ensuring that all pupils have equal opportunities. Leaders use the school's additional funding to provide extra help with learning and to pay for pupils to take part in clubs and visits. This is having a positive impact on these pupils, although progress remains uneven between classes.
- The school makes good use of the special funding to improve sports to provide additional resources, specialist teaching for pupils and training for staff. More pupils are taking part in sports clubs and pupils take rigorous exercise during physical education lessons.
- **The governance of the school:**
 - Governors provide good challenge and support and know the school well. They understand how pupils' achievement compares with that of pupils in other schools and the steps that leaders take to help teachers to improve their work. They know about the quality of teaching, how the school rewards good performance, and how leaders are tackling any remaining weaker teaching. They frequently reflect on their work and seek ways to make best use of the skills of different governors. They keep track of the school's funds, including the additional funding, in order to ensure that leaders spend wisely.

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	442435

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	450
Appropriate authority	The governing body
Chair	Andrew Cunnington
Headteacher	Janet Lightfoot
Date of previous school inspection	25–26 June 2013
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