

St Stephen's CofE Primary School

Hunters Chase, Godstone, RH9 8HR

Inspection dates 16–17 April 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Pupils of all abilities make at least good progress from their starting points. Pupils' progress is rapid in some parts of the school.
- Pupils' attainment in reading, writing and mathematics has strongly improved and is high overall, especially at the end of Key Stage 2.
- The school's early years provision is outstanding. Children make rapid progress and are taught very well.
- Teaching is strong and effective across the school. Teachers communicate clearly and give pupils good advice about their work. Pupils learn well across a good range of subjects.
- Pupils behave very well around the school and towards each other. Their love of learning contributes strongly to the progress that they make.
- The school's work to keep pupils safe is meticulous and highly effective. The school takes great care to ensure the well-being of its pupils, including those who have visual impairments.
- The school's specially resourced provision for pupils who have visual impairments is excellent. It caters very well for its pupils and ensures that they make rapid progress.
- The school has a very strong spiritual ethos and set of values. It encourages thoughtfulness, aspiration and respect for others.
- The headteacher's leadership is excellent. Together with governors and other leaders, she has swiftly improved the school. Her very effective management of staff performance has ensured that achievement and teaching have improved significantly since the previous inspection.

It is not yet an outstanding school because

- Teaching is not yet outstanding. Teachers do not always demonstrate the highest expectations of pupils' spelling, handwriting and presentation of work.
- Teachers' questioning does not always encourage even deeper reflection by pupils across the school.
- Leaders have not yet ensured that all pupils achieve as highly as they could. The school is not closing the gap between disadvantaged pupils and others as fast in Key Stage 1 as it is in Key Stage 2.

Information about this inspection

- The inspectors saw teaching across the school. They observed one assembly, 16 lessons and pupils' behaviour in the playground and at lunchtime. The inspectors jointly observed 13 lessons with senior leaders.
- Discussions were held with pupils, four members of the governing body, the headteacher and other members of staff. The inspectors also talked to two representatives of the local authority and one representative of the diocese.
- The inspectors observed many aspects of the school's work, including support for pupils who need extra help. They heard pupils read and examined pupils' work in their exercise books and on classroom and corridor wall displays.
- The inspectors looked at a number of documents, including plans for what pupils should learn in each subject and plans for the school's future development. They scrutinised the school's arrangements for keeping pupils safe, pupils' attendance records, and minutes of governing body meetings. The inspectors also looked at records of how pupils' learning is monitored and of how the quality of teaching is checked.
- The inspectors considered parental views through discussions with several parents and one letter that was received. They also took account of the 38 responses to the online Parent View survey.
- Staff views were taken into consideration by looking at questionnaires completed by 24 staff members and through discussions with several members of staff.

Inspection team

Steven Popper, Lead inspector

Additional Inspector

Fiona Robinson

Additional Inspector

Full report

Information about this school

- The school is a smaller than average-sized primary school.
- The school includes specially resourced provision for up to 12 pupils who have visual impairments. The VI Specialist Centre currently caters for seven pupils.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The proportion of pupils who are eligible for the pupil premium (additional government funding for children known to be eligible for free school meals or in the care of the local authority) is approximately in line with the national average.
- The proportion of disabled pupils and those who have special educational needs is slightly higher than in most other schools.
- Most pupils are of White British heritage.
- Early years children are taught in one full-time Reception class.
- The deputy headteacher, the school business manager and the early years leader all joined the school in September 2014.

What does the school need to do to improve further?

- Make teaching outstanding by:
 - ensuring that all teachers have the highest expectations of pupils' spelling, handwriting and presentation of work
 - developing teachers' use of questioning to draw out even deeper reflection by pupils across the school.
- Ensure that the school closes the gap between disadvantaged pupils and others as fast in Key Stage 1 as it does in Key Stage 2.

Inspection judgements

The leadership and management are good

- The dedicated and highly efficient headteacher's drive for improvement has ensured that the school has developed rapidly. She and other school leaders have improved pupils' achievement well since the previous inspection. The headteacher's own excellent leadership has made the school a place where good teaching and behaviour can flourish.
- The headteacher, supported by other senior leaders, uses the management of performance very effectively to improve the school. Leaders make their high expectations clear and ensure that staff receive support that develops their skills and confidence well. Leaders have also successfully eradicated underperformance from the school. The quality of teaching has swiftly improved as a result of these measures.
- Leaders at all levels work effectively. The inclusion manager ensures that pupils attending the VI Specialist Centre are very well catered for and make rapid progress. Subject leaders help senior leaders check and improve the quality of teaching. Subject leaders have also contributed well to the school's implementation of the new National Curriculum.
- The school's curriculum is good. Leaders constantly review how the school teaches different subjects to make sure that teaching meets pupils' needs. Pupils who spoke to the inspectors said they enjoyed the way that different subjects were linked with each other.
- The school encourages the value of learning and respect for people very well. For example, the school corridors are full of thoughtfully-chosen quotations, from people ranging from Socrates to Christopher Reeve, designed to promote thoughtfulness, aspiration and resilience.
- The school promotes spiritual and moral development very well through a very strong ethos of care, inclusion, and respect for different faiths and cultures. Pupils learn about democracy, different religions, and the rule of law. Such work prepares pupils well for life in modern Britain. It also illustrates how the school promotes equal opportunities and guards against discrimination.
- The school spends the primary sport premium funding well. It has used this funding to develop teachers' skills in teaching physical education, and to provide after-school sports clubs. Pupils' confidence and participation in sports have increased as a result.
- Other additional funding is spent effectively on support for disadvantaged pupils, with the result that they make good progress and learn well across the school.
- The school's safeguarding arrangements meet statutory requirements. The school's thorough work in this area helps keep pupils safe.
- The local authority has supported the school well. It has challenged leaders well about school performance. The local authority has also provided training that has developed teachers' and governors' skills and knowledge.
- The school has developed very good relationships with parents and helps them support their children's learning. A very large majority of parents who offered an opinion thought that the school was well led.
- Leadership and management are not yet outstanding because leaders have not yet ensured that all pupils achieve as highly as they could. Although disadvantaged pupils make good progress, the school is not closing the gap between them and others as fast in Key Stage 1 as it is in Key Stage 2.
- **The governance of the school:**
 - The governance of the school is good. Governors check all aspects of school performance systematically and effectively. They understand information about pupils' achievement and hold leaders to account for the progress made by different groups of pupils. Governors keep a good overview of the quality of teaching in the school, and make sure that leaders give staff the support they need. They check that leaders have consistently high expectations of staff. Governors make sure that the school properly rewards strong teaching and deals with any weak performance well. Governors offer leaders a good balance of challenge and support. Their impact on school improvement is good.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding.
- The school promotes pupils' deep love of learning and aspiration to do well. Pupils' extremely positive attitudes to learning contribute strongly to the progress pupils make.

- Pupils work together very well. They share ideas with each other and offer constructive suggestions about how each other's work could improve.
- Pupils are very friendly and considerate towards one another. They are polite, courteous and respectful at all times. They listen very well during lessons and play very well together during breaks from learning. Older pupils take on specific responsibilities for looking after younger ones during playtime and lunchtime.
- Staff have very high expectations of pupils' behaviour and the school's management of behaviour is very efficient. School records show that the school has dealt properly with the few incidents of poor behaviour that have occurred. Records also show that the school has successfully improved the behaviour of particular pupils.
- A very large majority of parents who offered an opinion thought that the school managed behaviour well.
- Pupils who spoke to the inspectors demonstrated very good understanding of different types of bullying, including cyber bullying, and other forms of poor behaviour. They said that behaviour was 'very good'.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Staff demonstrate very high levels of care across the school. Their exemplary and extremely thorough consideration of safety issues ensures that pupils, including those who have visual impairments, are kept safe at all times.
- The school teaches pupils about risk taking and how to keep safe very well. The school's guidance about e-safety is excellent. Pupils have a very good understanding of how to keep themselves safe when online.
- The school has improved pupils' attendance through careful work with parents and very strong promotion of the value of learning. Attendance is now in line with the national average.
- Pupils who spoke to the inspectors said that they felt very safe in school, and that staff were 'vigilant'. A very large majority of parents who offered an opinion thought that their children were safe, happy and well looked after at school.

The quality of teaching

is good

- Teaching has strongly improved since the previous inspection and is at least good across the school. The high quality of teaching now seen in the school ensures that pupils make good progress and attain highly by the time they leave school.
- Teachers across the school have high expectations of pupils' learning and achievement. Pupils rise to the high levels of challenge they are given and learn well.
- Teachers use questioning to probe pupils' ideas and develop their thinking and reflection well. However, there are a few times when teachers need to encourage pupils to reflect even more deeply than they do now.
- Reading is taught well. The school's teaching of phonics (linking letters to the sounds they make) has strengthened considerably since the previous inspection. The school's systematic approach ensures that pupils develop key reading skills securely. Older pupils who spoke with the inspectors demonstrated a good understanding of the value of reading.
- The school's teaching of writing is effective. Teachers develop pupils' writing skills across a range of subjects and enable pupils to identify key features of good writing and use these in their own work.
- Teachers teach mathematics well. Teachers communicate clearly about the subject and develop pupils' skills and understanding methodically.
- Teachers and well-deployed teaching assistants guide pupils' learning well. Teachers' marking advises pupils how they could improve their work. However, pupils' books show that, in some instances, teachers' expectations of pupils' spelling, handwriting and presentation of work are not high enough.
- Teaching in the VI Specialist Centre is excellent. Staff identify and respond to individual pupils' needs with great sensitivity and expertise.
- A very large majority of parents who offered an opinion thought that the school taught their children well.

The achievement of pupils

is good

- The school has improved pupils' achievement since the previous inspection. Current pupils make at least good progress in reading, writing and mathematics across the school.
- Pupils' attainment at the end of Key Stage 1, which was below average at the time of the previous inspection, has improved over time. Their attainment in reading, writing and mathematics in 2014 was

above national averages.

- Pupils' results at the end of Key Stage 2 have also strongly improved. All pupils attained national expectations in reading, writing, mathematics and English grammar, punctuation and spelling in 2014. Current pupils are producing work of a higher standard than that of pupils who attended the school in previous years. Their work is at least good in all year groups.
- The proportion of the most able pupils reaching the higher Level 3 at the end of Key Stage 1 is higher than average. At the end of Year 6, the attainment of these pupils is high in writing and mathematics and very high in reading and English grammar, punctuation and spelling. This group of pupils makes good progress across the school.
- Disabled pupils and those who have special educational needs make faster progress than other pupils in reading, writing and mathematics. The school supports the well-being of this group of pupils very well, and their attainment improved in 2014 and continues to improve.
- Pupils who attend the VI Specialist Centre make rapid progress from their starting points. This is because staff give them exceptionally considerate care.
- The school is successfully closing the gaps between disadvantaged pupils and others. In 2014, at the end of Key Stage 2, disadvantaged pupils outperformed other pupils nationally and in the school by about three terms in mathematics. They also outperformed other pupils nationally by about two terms nationally and in the school in reading and writing. Disadvantaged pupils across the school typically make faster progress than other pupils in reading, writing and mathematics. However, the gaps between disadvantaged pupils and others are not closing as fast in Key Stage 1 as they are in Key Stage 2 in spite of their good progress.
- An overwhelming majority of parents who offered an opinion thought that their children made good progress.

The early years provision

is outstanding

- The achievement of children in the early years is outstanding. They make rapid progress from their starting points across all areas of learning. Children leave the Reception very well prepared for Year 1.
- Teaching in the early years is outstanding. The early years team has very high expectations of children and develops their key skills strongly and skilfully. Staff make excellent use of the rich and highly stimulating indoor and outdoor classrooms to make sure that children learn very well.
- Children's behaviour is outstanding. Children concentrate on their activities for long periods of time and show a very thoughtful approach to their learning. Staff develop children's sense of responsibility towards themselves and others extremely well. Children treat each other very positively and work together very well.
- Staff ensure that children are kept safe at all times. They supervise children very well and teach them how to keep themselves safe.
- The early years leader and other staff have developed very good relationships with parents. They work very well with parents (and feeder pre-school providers) to make certain that children are well prepared to enter school. Staff make very good use of online records of children's learning to communicate with parents and keep them informed.
- The early years leader assesses children's skills and needs from as soon as children enter school. She ensures that the early years team makes excellent use of its understanding of children's needs to shape teaching. She also works very well with Key Stage 1 teachers to make sure that phonics is taught smoothly and systematically across the lower half of the school.
- Early years improvement planning is ambitious and highly effective. As a result, children currently in the school are working at a higher standard than children previously in Reception. A very large proportion of children demonstrate high attainment. Therefore, early years leadership is outstanding.

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	125187
Local authority	Surrey
Inspection number	462367

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	186
Appropriate authority	The governing body
Chair	Margaret Gooch
Headteacher	Amanda Blackburn
Date of previous school inspection	2–3 May 2013
Telephone number	01342 892219
Fax number	01342 892407
Email address	info@ststephens.surrey.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015