

St Martin's Church of England Controlled Primary School, Dorking

Ranmore Road, Dorking, RH4 1HW

Inspection dates 14–15 May 2015

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

Summary of key findings for parents and pupils

This is a good school.

- There has been significant improvement in pupils' achievement in reading, writing and mathematics, so that it is now good across the school. Pupils in Year 6 have made excellent progress in their reading.
- Good teaching, rigorously checked by senior leaders, is enabling pupils to achieve well. Staff provide interesting and engaging lessons that pupils enjoy, and this motivates them to do well.
- Thorough and frequent checks on pupils' progress, coupled with immediate action to support those not doing well, enable all groups of pupils to achieve well.
- The curriculum provides a range of exciting and interesting opportunities for learning. Good attention to modern foreign languages enables pupils to develop a good level of competence in them.
- Children get off to a good start in the early years. Good relationships and exciting activities support their learning well.
- Pupils behave well. They are kind and caring towards each other, and polite and friendly towards adults. The school provides a safe place for pupils to learn and thrive.
- The headteacher and deputy headteacher provide excellent leadership that has enabled the school to make rapid improvement. They are relentless in their drive to ensure that pupils succeed and the quality of teaching continues to improve. Relationships, teaching and learning, and achievement are all good.
- Senior leaders have been ably supported by governors and middle leaders in their successful drive to improve pupils' achievement, develop effective teaching and learning, and secure a good staff team who shares their high aspirations.

It is not yet an outstanding school because

- Teachers do not always question pupils in a way that deepens their knowledge and understanding.
- Expectations for pupils' learning in lessons do not always meet their differing needs, and feedback is occasionally not always specific enough to move learning on rapidly.
- In the early years, adult-led activities are not always structured well enough to engage children fully in their learning.

Information about this inspection

- The inspectors observed pupils' learning in 35 lessons or part lessons, of which two were jointly observed with senior staff.
- Meetings were held with two groups of pupils, the Chair of the Governing Body and six other governors, the headteacher and other senior staff, and a representative of the local authority.
- The inspectors took account of the 90 responses to the online Parent View survey. They also spoke to several parents when they brought their children to school. The inspectors considered responses to the 36 staff questionnaires.
- The inspectors observed the school's work and looked at a number of documents including: the school's own information on pupils' current progress; planning and checks on the quality of teaching; assessment; the new curriculum; the school's self-evaluation; records relating to behaviour and attendance; the sport premium action plan; and, documents relating to safeguarding.
- The inspectors listened to pupils read in Year 2 and Year 6.

Inspection team

Janet Sinclair, Lead inspector	Additional Inspector
Christopher Crouch	Additional Inspector
Sarah O'Donnell	Additional Inspector

Full report

Information about this school

- St Martin's Primary is an above-average-sized primary school.
- The proportion of disabled pupils and those with special educational needs is below average.
- The proportion of disadvantaged pupils supported by the pupil premium is below average. This is additional government funding for pupils who are looked after or are known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- Children attend the Reception classes full time.

What does the school need to do to improve further?

- Improve teaching and learning further by ensuring that teachers consistently:
 - ask questions to deepen pupils' understanding and extend their knowledge
 - set tasks at the right level of challenge for all pupils
 - make sure pupils are clear about how to improve their work
 - ensure that adult-led activities in the early years have greater focus and structure to maximise children's learning and engagement.

Inspection judgements

The leadership and management are good

- Excellent leadership by the headteacher and deputy headteacher has secured rapid improvement since the previous inspection. It has ensured effective teaching, very good relationships and thorough tracking of pupils' progress. This demonstrates the school's capacity for further improvement.
 - Several middle leaders are new to their roles, but they are already having an impact on the work of the school. All middle leaders are working hard to bring about improvement, with detailed plans in place to address occasional inconsistencies in teaching.
 - The school has a clear understanding of its strengths and areas for further development. A comprehensive school improvement plan and subject action plans make sure that any areas for further development are carefully checked and analysed so that clear and measurable improvement takes place.
 - Leaders check the quality of teaching exceptionally well and through a variety of means. Teachers receive supportive, but unequivocal, feedback and senior leaders rigorously follow up on any areas for improvement. Consequently, teaching has improved well, with, however, a few areas still to develop.
 - The process for setting staff targets linked to their pay is fully in place. Staff clearly know the goals they have to reach in order to receive a pay award and are aware that these are followed through thoroughly. Staff spoken to felt they had been extremely well supported and had received good guidance in order to develop and succeed in their roles.
 - The school's excellent procedures for checking pupils' progress help all staff to be exceptionally clear about the progress of pupils in their class, particularly those not doing well enough. Staff get good support to put actions in place to ensure these pupils make more rapid improvement. This secures equality of opportunity and deals with any potential discrimination.
 - Disadvantaged pupils receive effective additional support from both teachers and teaching assistants that helps them to achieve well. The school documents their progress very carefully and checks they get regular help so that they do not fall behind.
 - The school makes good use of the primary physical education and sport premium. The school has employed a sports coach to teach pupils and develop staff expertise. Pupils take part in competitions and enjoy new sports such as volleyball. The school has actively and successfully engaged pupils who do not usually enjoy sports. This provides a good base on which the school can build in order to maintain the provision.
 - Staff promote pupils' moral and social development well. Pupils clearly know right from wrong and the school fosters good relationships so that pupils work very well together. The school makes good use of assemblies, music, religious education and art to promote pupils' spiritual and cultural development effectively. For example, in an assembly seen during the inspection, pupils had good opportunities to reflect on 'working together to make things happen'. Additionally, the assembly was enriched by the lovely piano playing of a pupil.
 - The school provides a rich and exciting curriculum for its pupils. English and mathematics are promoted well, both as discrete subjects and across other subjects. Good attention to the effective learning of modern foreign languages culminates in a trip to France. Visits, visitors and after-school clubs enhance the curriculum very well.
 - Staff prepare pupils well for life in modern Britain through their roles as school councillors and the recent school elections, which taught pupils about democracy and the rule of law. They develop a good understanding of British values through the expectations for their behaviour and the school's values, such as resilience, that are taught in lessons and regularly in assemblies.
 - The school has very good relationships with parents who are positive about the school and all it provides. They are particularly positive about leadership, noting that there is 'a good balance between nurture and aspiration'.
 - The local authority provides effective support to the school which has helped it with its rapid improvement.
 - The school ensures pupils' safety through the thorough and effective systems that are in place and their regular review by both senior leaders and governors.
- **The governance of the school:**
- Governors provide effective challenge and support to the school under the very able leadership of their Chair. They know how effective teaching is because the headteacher keeps them well informed and they receive external validation through reports from their leadership partner. They are provided with very detailed information on pupils' progress and have been given effective training to ensure they can

interpret it accurately. Governors have a committee to set targets for the headteacher's performance and know that there is a similar provision in place for all staff. They are fully aware of the procedures that apply if the performance of staff is not good enough and how pay awards are linked to performance. They ensure that all current safeguarding requirements are met.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons and around the school. They behave exceptionally well at lunchtimes. Pupils typically have good attitudes to their learning. Only occasionally, when lessons do not engage them, do pupils become fidgety and lose interest.
- Pupils enjoy play and lunchtimes, particularly the many opportunities that the large school grounds afford them. They display positive attitudes towards other children.
- The school has effective procedures to ensure good behaviour. Pupils know the sanctions that apply if they misbehave, including loss of play, and think that they are fair.
- The school deals tenaciously with any issues of poor behaviour, to ensure they do not recur. This is clearly reflected in the behaviour logs, which show a consistent decline in the number of incidents.
- Pupils enjoy taking on responsibilities, such as being school councillors. They are particularly pleased with their successful fundraising and getting Year 5 pupils to support younger pupils at lunchtimes.
- Pupils work well together and collaborate willingly on shared tasks. This is particularly noticeable with the older pupils and in assembly where pupils were keen to share and celebrate each other's learning.
- Pupils say that any form of bullying is rare, including through the internet or by social media, and this is confirmed by the school's records. They know that initially they are expected to resolve issues themselves. However, they are clear that, should this not work, staff will deal with it in great detail to ensure support, counselling and, ultimately, resolution.
- Pupils enjoy school and this is reflected in their good attendance. There are very few exclusions, which are clearly a last resort, and much hard work is put in to ensure pupils are successfully reintegrated.

Safety

- The school's work to keep pupils safe and secure is good.
- The school provides a safe environment for its pupils. Pupils feel very safe in school, and are confident that they will get support and help from any adult, should they need it.
- The school helps pupils to stay safe, for example through e-safety training, safe practice in physical education, and when using equipment in lessons, and through regular health and safety checks.
- The school takes very good care of its disadvantaged pupils. Interventions are carefully monitored and external support is given where needed.
- Parents are unanimously positive about the school's promotion of pupils' behaviour and safety.

The quality of teaching is good

- Teaching has improved well since the previous inspection and is good. Very thorough checks on teachers' performance have ensured this improvement.
- Teachers plan lessons effectively and provide interesting work that mostly engages pupils well.
- Staff have high expectations for pupils' behaviour. This has a positive impact on their progress.
- Well-trained teaching assistants provide effective support, especially for disabled pupils and those with special educational needs. The new special educational needs coordinator has been proactive in improving provision for pupils, so that their needs are better met through a variety of well-targeted tasks.
- Teachers work hard to ensure lessons are interesting. For example, they frequently make good links across subjects, such as linking history and mathematics when measuring suits of armour.
- Regular feedback to pupils and time set aside for them to respond help pupils to improve. However, not all teachers ensure that pupils are made clear about the next steps in their learning, and this can slow their progress.
- Staff mainly plan work that meets the differing needs of pupils. However, sometimes, the tasks set are too generalised, so do not meet the needs of pupils of differing abilities well enough. On these occasions,

some pupils can lose interest and the pace of learning slows.

- Although teachers regularly question pupils to check on their understanding, they do not always develop this through further questioning in order to deepen pupils' knowledge and understanding.
- In most lessons, teachers ensure the most-able pupils receive challenging work that extends their learning. Of particular note is mathematics in Year 6, where the most able are working confidently at the higher levels. This level of expectation is not yet, however, fully consistent practice across the school.
- Teachers plan and organise the teaching of reading well. They provide regular reading sessions with clear and specific learning goals, as well as detailed records of the development of pupils' reading skills. This ensures pupils enjoy their reading and read well.
- Well-organised writing lessons that include good attention to spelling, punctuation and grammar, as well as exciting vocabulary development, enable effective learning. Pupils have many opportunities for writing at length, as was seen in lessons in Year 5, where pupils wrote their stories with confidence and enjoyment.
- Teachers make sure that pupils develop effective calculation skills, as well as giving due attention to shape, space and measure in mathematics. This helps pupils to achieve well. The school is now focusing on ensuring pupils have more opportunities to apply their skills to practical situations.
- Effective teaching of modern foreign languages enables pupils to develop skills in speaking and writing. For example, pupils in Year 4 learn to converse in German. Pupils' French books show that pupils develop a good level of competence in written French.
- The teaching of phonics (the sounds and shapes of letters and words) enables pupils to develop effective skills that help with their reading and writing. For example, in a lesson in the Years 1/2 class, the teacher's enthusiasm, effective teaching, ongoing assessments and varied approach enabled the pupils to learn exceptionally well.
- Teachers make good use of homework in reading, mathematics and other subjects to support pupils' learning in school.

The achievement of pupils is good

- Pupils' attainment at the end of Year 6 was above average in 2014 and pupils' progress broadly as expected nationally. Attainment for pupils currently in Year 6 remains above average. The progress in Year 6 is good in writing and mathematics. It is excellent in reading.
- Pupils across the rest of the school achieve well in reading, writing and mathematics due to good teaching, interesting subject content that engages them in their learning, very careful frequent checks on their progress and specific well-measured support.
- The progress of pupils with disabilities and special educational needs has been slower than that of other pupils in the school. This is now accelerating and is now mainly good due to improved systems that ensure their needs are more specifically addressed.
- Most-able pupils achieve well due to very careful checks on their progress and extension work in lessons. However, occasionally, work is not well matched to their needs in lessons and this slows their progress.
- The school has few disadvantaged pupils. In 2014, most of these pupils also had special educational needs. Their attainment was two terms behind other pupils nationally in reading, writing and mathematics. Their progress was approximately one term behind other pupils in the school. Their progress is carefully monitored and pupils currently in the school make similar progress to other pupils.
- In the Year 1 phonics screening check in 2014, pupils' achievement was similar to the national picture. The school has put much in place to improve provision. It is now carefully planned and effectively taught. Consequently, the school is expecting improved outcomes this year.

The early years provision is good

- Children achieve well across the areas of learning, so that the majority reach the early learning goals by the end of the year. They are well prepared for their start in Year 1.
- There is very good monitoring of children's progress and specific teaching for those not doing well enough. In addition, there are selected focus groups targeted for accelerated learning. As a result, children make good progress from their different starting points.
- Daily teaching of phonics helps children to use these skills well in their reading and writing.
- Teaching is good overall. Teachers make good use of assessment so that work meets the children's needs well. Staff provide an interesting range of self-chosen activities for children that engage them well. For

example, the theme of growing, based on the story of *Jack and the Beanstalk*, helped children to understand what plants need to grow and encouraged them to write their own stories about Jack and the Beanstalk.

- Teachers do not always make sure that all adult-led activities are all equally well structured to interest children and promote effective learning.
- Children mainly have good attitudes to their learning and behave well. They particularly enjoy their self-chosen tasks, showing good levels of concentration, interest and involvement.
- Children behave sensibly and safely both inside and out, and are friendly and helpful towards each other.
- Leadership is good. There is a clear action plan, very thorough checks on children's progress, and regular reviews of learning and behaviour that enable good achievement.
- The early years staff make sure parents know how well their children are doing and involve them well through opportunities to contribute to their learning journals.

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	125141
Local authority	Surrey
Inspection number	462366

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	364
Appropriate authority	The governing body
Chair	Helen Humphreys
Headteacher	Jane Gorecka
Date of previous school inspection	5–6 June 2013
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