

# St Martin's Church of England Aided Infant School, Epsom

Worple Road, Epsom, Surrey, KT18 7AA

**Inspection dates** 10–11 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils' results in reading, writing and mathematics have remained significantly higher than nationally expected over time.
- Most pupils in the school make rapid progress in reading, writing and mathematics.
- Teaching is outstanding. Teachers and teaching assistants ensure pupils learn exceptionally well and deepen their understanding of topics because of stimulating and exciting activities. Pupils achieve outstandingly well.
- The school's curriculum is outstanding. Pupils develop a substantial appreciation of the importance of values such as respect, inclusion and tolerance. The school prepares pupils for life in modern Britain extremely well.
- The school keeps pupils safe. Its work in this area is meticulous and diligent.
- Pupils are absorbed by their learning and are very keen to do their best. They are extremely polite and treat each other with much friendliness and consideration.
- The school's early years provision is excellent. Children currently in the school make rapid progress and produce work of a high standard.
- The headteacher, other leaders and governors are very ambitious for their pupils. The headteacher has ensured that all staff share her expectations. The outstanding leadership of the headteacher, senior leaders and governors has raised the quality of teaching from good to outstanding.

## Information about this inspection

- The inspectors saw teaching in every class. They observed learning in 11 lessons, one assembly and pupils' behaviour in the playground and at lunchtime. Four lessons were observed jointly with senior leaders.
- Discussions were held with pupils, seven members of the governing body, the headteacher and other members of staff. A discussion was also held with a representative from the local authority.
- The inspectors observed many aspects of the school's work, including support for pupils who need extra help. They heard pupils reading 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, plans for the school's future development, and records of the school's use of the primary sports funding and pupil premium funding. They also scrutinised 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 through discussions with several parents. The inspectors also took note of 70 responses to the online Parent View survey.
- Staff views were taken into consideration by looking at questionnaires completed by 33 staff members and through discussions with several members of staff.

## Inspection team

Steven Popper, Lead inspector

Additional Inspector

Sean McKeown

Additional Inspector

## Full report

### Information about this school

- The school is an average-sized infant school.
- 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 lower than the national average.
- The proportion of disabled pupils and those who have special educational needs is lower than in most other schools.
- A large majority of pupils are of White British heritage.
- There are three full-time Reception classes in the early years. These classes are situated in a new part of the school building that opened in September 2014.
- The school is adjacent to a junior school and children's centre, both of which are inspected separately.
- The assistant headteacher joined the school in 2009. She became the curriculum leader in 2011 and the assistant headteacher in September 2014. The mathematics leader joined the school in September 2014. The early years leader took up her leadership role in September 2014. The English leader took up her leadership responsibilities in September 2011.

### What does the school need to do to improve further?

- Further extend the use of the generally probing questioning so that it consistently deepens pupils' thinking and helps to develop their reasoning skills.

## Inspection judgements

### The leadership and management are outstanding

- The headteacher, together with governors and other leaders, has very high aspirations for the school. She has ensured that all staff share her expectations, with the effect that pupils' achievement and teaching are both outstanding.
- The school curriculum is outstanding. The school offers pupils a very broad range of subjects and strongly promotes the development of their creativity. There is a substantial and sustained emphasis on positive values, such as respect and tolerance. Pupils learn about a range of cultures and religions at their own level and strongly develop their appreciation of the importance of valuing others. The school listens to its pupils carefully and takes their opinions into account. The school insists on promoting equal opportunities and is highly successful in guarding pupils against discrimination and extremism. As a result, pupils are very well prepared for life in modern Britain.
- Subject leaders, along with all other leaders, are highly effective. They demonstrate a substantial passion for their particular subjects and areas of responsibility. They have a very strong impact on school improvement. This can be seen through, for example, their work in supporting other staff, adapting teaching strategies and revising the school's programme of subjects and topics.
- The school uses additional funding on behalf of disadvantaged pupils very well. Trained teaching assistants and family support work have improved attendance and ensured that these pupils make rapid progress.
- Sports premium funding is also used very effectively. For example, a dance club utilising mathematical shapes has increased pupils' participation in sports and developed pupils' enjoyment of mathematics.
- The school's safeguarding work meets statutory requirements and is thorough and highly effective. The school monitors the well-being of pupils very carefully and works very well with other agencies. Pupils are carefully protected and well looked after.
- The school has developed and maintained very good relationships with parents. Parental confidence in the school is extremely high. An overwhelming majority of parents who offered an opinion thought that the school was led and managed well.
- The local authority has given this outstanding school light-touch support. It has helped school leaders check the accuracy of their assessment of pupils' achievement and introduce a new system of measuring pupils' progress successfully. It has also helped the school raise attendance.
- **The governance of the school:**
  - The governing body is very diligent and highly effective. Governors rigorously check how school performance compares to national expectations. They monitor pupils' achievement meticulously and are quick to challenge leaders about any gaps in the progress of different groups of pupils. Governors keep themselves well informed about the quality of teaching across the school. They check that leaders do enough to secure at least good performance by staff as well as providing effective support to staff. They make sure that any pay awards are properly justified by clear evidence of strong teaching and leadership. Governors make certain that the school's safeguarding arrangements are strong and effective. Their impact on school improvement is outstanding. Governors have a secure overview of the school's finances.

### The behaviour and safety of pupils are outstanding

#### Behaviour

- The behaviour of pupils is outstanding.
- Pupils show a very deep enjoyment of learning and are very proud of their work and achievements. Their delight in learning is one reason for their rapid progress. The school makes very effective use of 'learning behaviour animals', such as *Teamwork Taura* and *Curious Cully*, to develop highly positive approaches to learning.
- Pupils' courtesy and consideration for others are impressive. They demonstrate the school's inclusive values through their behaviour, which is impeccable at all times. They understand why good behaviour and respect for others are important.
- The school has very high expectations of pupils' behaviour and manages it very well. School records show very few incidents of poor behaviour over time. Pupils who spoke to the inspectors said that bullying 'does not happen in the school'. One pupil said, 'If someone is being unkind the teacher sorts it out very quickly.'

## Safety

- The school's work to keep pupils safe and secure is outstanding.
- Teachers and other staff supervise children and pupils very well. They assess possible risks that pupils might face in different situations very thoroughly, and guard against these very effectively. Governors check that staff keep pupils safe at all time.
- The school teaches pupils how to judge risk and enables them to feel very confident about their activities. Pupils who spoke to the inspectors said that they always felt safe at school.
- Teachers ensure that pupils have a very good knowledge of how to keep themselves safe when online. Pupils know what to do if they feel that something is inappropriate or unkind.
- The school has raised pupils' attendance very well. It has successfully eradicated all persistent absenteeism from the school. As a result, disadvantaged pupils' attendance has improved strongly.
- All parents who offered an opinion thought that their children were safe and well looked after at the school.

## The quality of teaching

**is outstanding**

- Teaching is consistently outstanding across the school. This has led to above average results in reading, writing and mathematics over the period since the last inspection.
- Teachers and teaching assistants have high expectations of their pupils. They typically use probing questions to challenge pupils and expand their thinking very well. School leaders give staff very good advice to enable them to further strengthen their use of questioning to deepen pupils' learning and develop their reasoning skills.
- The school teaches mathematics very effectively. Pupils use their mathematical skills to solve problems that challenge them and make them think. For example, one Year 2 mathematics lessons involved pupils investigating a highly thought-provoking 'Noah's Ark' problem. Pupils made rapid progress as a result.
- Pupils also make rapid progress in reading and writing. The school has successfully strengthened the way it stimulates pupils' writing, with the effect that this writing is of very high quality. For example, inspectors saw Year 1 teachers excite pupils about the effects that certain powerful verbs could have on their writing. Pupils produced very sophisticated and engaging writing as a result.
- Pupils demonstrate a deep love of reading. They are able to apply their knowledge of phonics (linking letters to the sounds they make) to unfamiliar words very well. The inspectors heard pupils read with high levels of fluency and expression.
- Teachers know their subjects very well and teach with enthusiasm and passion. This strongly nurtures pupils' own delight in learning.
- All parents who offered an opinion thought that their children were taught well.

## The achievement of pupils

**is outstanding**

- The vast majority of pupils in the school make rapid progress in reading, writing and mathematics. This is because of the consistently outstanding teaching.
- The school's results in the Year 1 national phonics screening check are well above national figures.
- Pupils' results in reading, writing and mathematics are well above average at the end of Key Stage 1. They have remained significantly high over a sustained period of time.
- The most able pupils' results in reading, writing and mathematics at the higher levels at the end of Key Stage 1 are consistently excellent. These pupils make rapid progress across the school. This is because the school gives them very strong levels of challenge and encourages them to think in depth.
- The results of disabled pupils and those who have special educational needs are lower than those of other pupils nationally. However, these pupils typically make rapid, and sometimes very rapid, progress from their starting points. This is because the school responds to their individual needs very effectively.
- Disadvantaged pupils make rapid progress in all subjects. In 2014 their attainment was lower than that of other pupils nationally. However, the school is rapidly closing the gap between this group of pupils and others. Disadvantaged pupils currently in the school are working to a higher standard than other pupils in the school in reading and mathematics. Their writing is almost of the same standard as that of other

pupils in the school and is on a par with other pupils nationally. This is a strong improvement over the situation in 2014. Disadvantaged pupils and others are very well prepared for Key Stage 2.

- Almost all parents who offered an opinion thought that their children made good progress in the school.

### The early years provision

**is outstanding**

- Children's achievement is outstanding. Children currently in Reception make rapid progress and are being extremely well prepared for learning in Year 1.
- Early years teaching is consistently outstanding across all three Reception classes. Teachers and teaching assistants ensure that children quickly develop important skills across all areas of learning. They encourage children to think and observe carefully and explore their activities in depth.
- Early years staff make extremely effective use of the rich and highly stimulating indoor and outdoor classrooms to increase learning.
- Children's behaviour is outstanding. They take much delight in their learning. They engage in adult-led and child-led activities with great concentration, perseverance and enjoyment. Staff promote highly positive attitudes to learning and help children develop very good learning habits.
- Children enjoy each other's company and work and play together in a very happy, friendly and respectful manner.
- Staff take great care to make certain that children are kept safe. The early years leader and site manager work together very well to ensure the safety of the early years environment. Staff teach children how to use resources safely and with much consideration for others. This work is outstanding in quality.
- Early years leadership is outstanding. The early years leader has established extremely effective usage of the new Reception classrooms in a short period of time. She has ensured that all early years staff share her very high expectations and teach to an excellent standard. The early years leader has used her accurate assessment of different groups of children to ensure that they make very fast progress. In particular, she has made sure that some boys' specific language and literacy needs are met very well. As a result, children currently in Reception produce work of a much higher standard than is typical for their age.

## 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

<b>Unique reference number</b>	125157
<b>Local authority</b>	Surrey
<b>Inspection number</b>	449666

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

<b>Type of school</b>	Infant
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	236
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Barbara Bradbury
<b>Headteacher</b>	Linda Hutchings
<b>Date of previous school inspection</b>	21–22 October 2009
<b>Telephone number</b>	01372 720337
<b>Fax number</b>	01372 739567
<b>Email address</b>	office@stmartins-infant.surrey.sch.uk



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