



# St Matthew's CofE Primary School

Inspection Report

**Unique Reference Number** 102592  
**LEA** Kingston Upon Thames LEA  
**Inspection number** 276741  
**Inspection dates** 1 March 2006 to 2 March 2006  
**Reporting inspector** Lynn Bappa AI

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

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<b>Type of school</b>	Primary	<b>School address</b>	Langley Road
<b>School category</b>	Voluntary aided		Surbiton
<b>Age range of pupils</b>	4 to 11		KT6 6LW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8399 3909
<b>Number on roll</b>	288	<b>Fax number</b>	020 8399 3337
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Dr Jonathan Holbrook
<b>Date of previous inspection</b>	18 September 2000	<b>Headteacher</b>	Julie Ritchie (Acting)

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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

St Matthew's is a larger than average school that is increasingly popular. Pupils come from a very wide range of backgrounds, particularly in Years 5 and 6, where there is high pupil mobility, and very high numbers of vulnerable children. The school population is beginning to stabilise, however. The percentages of pupils from minority ethnic groups and those learning English as an additional language are higher than average. The percentage of pupils with learning difficulties is above average. The school is led by an acting headteacher.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

'Every day my child comes home buzzing about the work she has done'. This comment from a parent sums up the school. St Matthew's is a good school with outstanding features. It provides good value for money, has improved from its position at the time of the last inspection and has the capacity to improve further. It offers a well-rounded education. Strengths and weaknesses are speedily identified because the school has good monitoring systems. The school's view of its effectiveness closely matches that of the inspectors. Standards are rising and pupils make good progress. The 2005 teacher assessments in Year 2 showed that standards in writing were lower than in other subjects but the school has started to tackle this and writing standards have begun to catch up. The curriculum is rich and helps motivate the pupils to work hard and enjoy learning. Inspectors agree with the school that it should continue to develop the use of information technology across all subjects. Teaching is good overall, although in a few lessons some tasks are not particularly engaging. Excellent standards of care lead to outstanding personal development for pupils, particularly those who are vulnerable. Their behaviour is excellent because they understand that it is important to set themselves high targets and try hard to achieve them. Provision in the Foundation Stage is good and children are well prepared for more formal learning in Year 1.

### What the school should do to improve further

\* Continue to improve standards in writing so that they match the improved standards elsewhere.\* Increase the proportion of good lessons by providing more consistently interesting work for all groups of pupils.\* Continue the drive to use information technology creatively across the curriculum.

## Achievement and standards

### Grade: 2

Attainment on entry is rising and is now broadly average. Children in the Reception class make a good start to their education and achieve well. One parent commented that the experience had been absolutely brilliant for both her children. Teacher assessments in Year 2 in 2005 were well above average, except in writing. The school has begun to tackle this. Work seen during the inspection showed that writing standards are beginning to improve. Although the results of the 2005 national tests in Year 6 were average, this represents a good level of success for these pupils, many of whom had learning difficulties or had been identified as vulnerable. The higher standards of attainment in Years 1 and 2 are a feature of the changing nature of the school intake, which is becoming more[r1] settled. Pupils in all year groups make consistently good progress given their starting points. Those with learning difficulties and disabilities gain the basic skills for learning and achieve well. Minority ethnic groups and those learning English as an additional language make good progress. The large numbers of vulnerable pupils make particularly good progress because of the excellent care and support that they receive. The school has high aspirations for its pupils and sets itself

challenging targets. Last year it fell short of its targets for the more able in writing in Years 1 and 2, but it is on track to succeed this year.

## **Personal development and well-being**

### **Grade: 1**

Pupils make outstanding progress in their personal development because each is valued as an individual and given the confidence to succeed. They feel safe and welcomed, despite many arriving with low self-esteem and many disadvantages. Older pupils help younger pupils, both in the playground and in lessons. One pupil said, 'I like the way we all work together as a team'. Behaviour is excellent because pupils understand and agree with the rules and try extremely hard to obey them. Spiritual, moral, social and cultural development is excellent. A strong Christian ethos underpins school life, an example being the striking 'prayer wall' where pupils record personal prayers. Pupils show a very good understanding of right and wrong. They have a strong respect for other cultures and beliefs. A pupil who arrived speaking no English commented, 'Everybody helps you if you come from a different country'. They enjoy physical activities and show a good awareness of healthy lifestyles. Several pupils said they thought they should go outside more often for physical education (PE) because fresh air was good for them. They feel safe from bullying and trust the adults around them. Pupils have excellent attitudes, thoroughly enjoy school and attendance has improved significantly since the last inspection. Pupils express their views through the school council and enjoy a wide range of responsibilities. Older pupils appreciate the opportunity to train as 'peer mediators'. They make good progress in basic skills and are very well prepared for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good. In the best lessons, the pace is fast and teachers set challenging work. Teachers know exactly what they want pupils to learn. They try to make lessons interesting and fun. As one pupil commented, 'we're always up for a challenge'. The best teaching sparkles with imagination and flair. In Year 6, for example, pupils compiled interim crime reports based on their reading of a detective story. As young sleuths, they identified witnesses and suspects and came up with theories to solve a murder. This approach appealed particularly to boys and inspired pupils to write their own murder mysteries. Classroom relationships are positive. Pupils want to do well, even though they are occasionally given work that is not particularly interesting. Assessment procedures are well used to identify pupils who need extra help. Marking shows pupils how they can improve. Vulnerable pupils, and those with learning difficulties and disabilities are very well supported by a strong team of support assistants. Teaching in the Foundation Stage is good. As a result, children make good progress and enjoy the wide range of experiences they are offered.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a rich curriculum that meets the needs of all pupils. In the Foundation Stage good use is made of outside areas, and creative play is a strong feature of the provision, something that continues in Years 1 and 2. The curriculum for personal, social and health education is particularly strong. For example, Year 5 pupils work with younger pupils, teaching them new skills and building up relationships. This in turn boosts the older pupils' confidence. Teachers are beginning to make more confident use of information and communications technology in lessons (ICT), although the school does not yet have interactive white boards in every classroom. The school is anxious to purchase more of these, so that it can increase the use of ICT across the curriculum. The weekly modular programme is a particularly strong feature of the curriculum. It offers pupils a cornucopia of activities, including flower-arranging, ballroom dancing, photography and Spanish. The curriculum is enhanced by a wide range of clubs and visits to places such as the Florence Nightingale Museum. These help to motivate pupils and add to their enjoyment of school.

## **Care, guidance and support**

### **Grade: 1**

The care provided for pupils is excellent. Parents are unanimous in praising this. One parent wrote 'my daughter looks forward to going to school and feels very happy and loved - the support she receives is more than I could ever expect'. Child protection procedures are robust. The school works very well with outside agencies to ensure that pupils with specific learning and personal difficulties receive the best support. Health and safety routines and risk assessment are very good. The care for vulnerable pupils is exceptionally strong. The support they get means that they gain rapidly in confidence and participate fully in all aspects of school life. For them, school is a haven where they can work and play in a secure and calm environment. The headteacher's lunch club is one of many examples of this support. Pupils' academic and personal development is carefully monitored and, as a result, their needs are met very effectively.

## **Leadership and management**

### **Grade: 2**

The school's aims are very clear. Whilst pupils' personal development is a very strong focus, this is not at the expense of their academic achievement. There is a very strong commitment towards valuing each and every pupil. The acting headteacher, supported by all staff, has worked tirelessly to improve behaviour and raise pupils' self esteem so that good foundations for learning are in place. The atmosphere is calm and harmonious and there are clear and well understood daily routines. The acting headteacher sets very high expectations and is a gently inspirational leader who is supported by everyone. One parent described her leadership as 'superb - with her staff, she has created a school where my child is very happy and learning very fast'. She knows the school's strengths and weaknesses very well and this is evident in the

good quality of the school's self-evaluation. This is comprehensive and rigorous, clearly identifying strengths and weaknesses. The opinions of parents and pupils are always valued and frequently acted upon. Issues from the last inspection have been resolved. Monitoring systems are effective and good use is made of performance data to improve standards. The school is keen to improve even further and has the capacity to do so. Governors have a good grasp of the school's strengths and weaknesses and provide an increasingly effective balance of support and challenge to the school.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for the very friendly way in which you welcomed us to your school and showed an interest in what we were doing. We enjoyed talking with you during our visit and this letter is to tell you some of the things we found. We felt very privileged to read your personal prayers on the prayer wall. We especially enjoyed talking to members of the lunch club and also the children in the Reception class who were very excited about making their windmills.

These are the things we liked best about your school: \* We think your school is a really good school. You make good progress in your lessons because you work hard and your teachers make your work fun and interesting. This means that standards at St Matthew's are getting better.\* You are proud of your school and we think you are right to feel this way. We think your behaviour is excellent because you all try very hard to behave as well as you possibly can. You are friendly and cheerful and we were impressed by the way older pupils help the younger ones.\* We think you are getting a good all-round education. We agree with you that the different activities you do on Friday afternoons are fun and help to teach you all sorts of different things like office skills and flower-arranging.

These are the things we have asked your school to do now to make it even better:\* Some of you could cope with even harder work in some of your lessons.\* Your teachers have worked very hard to improve your writing and we agree with them that they should carry on doing this.\* Your school is going to let you use computers and other information technology even more in your lessons.