



# St Martin's CofE Controlled Primary School

Inspection Report

**Unique Reference Number** 125141  
**LEA** Surrey LEA  
**Inspection number** 281897  
**Inspection dates** 10 July 2006 to 11 July 2006  
**Reporting inspector** Lynn Bappa AI

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

|                                    |                      |                           |                                                   |
|------------------------------------|----------------------|---------------------------|---------------------------------------------------|
| <b>Type of school</b>              | Primary              | <b>School address</b>     | Ranmore Road                                      |
| <b>School category</b>             | Voluntary controlled |                           | Dorking                                           |
| <b>Age range of pupils</b>         | 4 to 11              |                           | RH4 1HW                                           |
| <b>Gender of pupils</b>            | Mixed                | <b>Telephone number</b>   | 01306 883474                                      |
| <b>Number on roll</b>              | 360                  | <b>Fax number</b>         | 01306 743328                                      |
| <b>Appropriate authority</b>       | The governing body   | <b>Chair of governors</b> | Rev Jonathan Rodell                               |
| <b>Date of previous inspection</b> | 7 June 2004          | <b>Headteacher</b>        | Mrs Reid and Mrs Beddoe<br>(Interim Headteachers) |

| Age group | Inspection dates               | Inspection number |
|-----------|--------------------------------|-------------------|
| 4 to 11   | 10 July 2006 -<br>11 July 2006 | 281897            |

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

St Martins is a large Church of England school in an affluent part of Surrey. The proportions of pupils from minority ethnic backgrounds or with English as an additional language are below average. Mobility is high because there are intakes into several year-groups apart from Reception. The number of children with learning difficulties is broadly average. The school was found to have serious weaknesses when inspected in 2004. It is currently being led by two interim Headteachers, with additional consultancy support. A permanent Headteacher has been appointed from September 2006.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The school's previous designation as having serious weaknesses no longer applies because it has made very good progress since the last inspection.

The school judged itself to be satisfactory, but had underestimated the progress it has made. Inspectors found that St Martins is a good school that provides good value for money.

Standards are rising and are now above average. The school has taken effective action to eradicate the significant underachievement seen at the time of the last inspection. Pupils now achieve well overall, and are making up ground lost previously. Teaching and learning are good. Teachers keep a close check on pupils' progress. However, they do not make enough use of day-to-day assessment, including marking, to show pupils how well they are doing and how to improve.

Pupils' personal development is good. Pupils feel safe and happy. There is a positive, Christian ethos that clearly reflects the school's denominational nature. The curriculum meets the needs of pupils well, and now enables them to make good progress in basic skills and to experience many enriching activities.

Leadership and management are good. The interim leadership team has been instrumental in driving the school forward. Subject leaders have begun to play a bigger part in helping to raise standards. The school has identified the most important things it needs to do to get better, and is well placed to improve in the future.

Provision in the Foundation Stage is good. As one parent said, 'My son has made huge progress both socially and academically'.

### What the school should do to improve further

- Make better use of marking and other assessment information to plan the next steps in pupils' learning so that they know exactly what they need to do to achieve their full potential.

## Achievement and standards

### Grade: 2

Most children enter the school with standards broadly in line with expectations for their age. They get off to a good start. By the end of Reception, many have exceeded the learning goals expected of them and are well prepared for more formal learning. As one parent commented about her child, 'His experience in Reception has been first rate'.

Achievement is now good throughout the rest of the school. Standards have improved since the last inspection and are now above average in English, mathematics and science. The school now sets, and is beginning to meet, challenging targets.

Teachers know what they need to do to build on pupils' good starting points. The interim leadership team has taken robust and effective action to eradicate the significant levels of underachievement seen at the time of the last inspection, particularly in older pupils. All pupils achieve similarly well overall. There are no significant differences in the progress made by boys and girls or different groups of pupils. Those with learning difficulties and disabilities gain the basic skills for learning and achieve well.

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

### **Grade: 2**

Pupils' personal development, including their spiritual, moral social and cultural development, is good. Pupils respect and look out for one another. They are cheerful and polite and the school is a happy and friendly place with lots of smiles. Pupils behave exceptionally well. They know what is right and wrong and hold strong moral attitudes. The school council makes an effective contribution to the school community. As one member proudly said, 'Teachers don't get to make all the decisions in our school - we say what we want now and they listen to us'. Pupils know about other faiths and cultures, as well as their own, and particularly enjoy lessons where they can express their creativity. One Year 6 pupil, for example, thought it was important to learn jazz because 'it might really cheer someone up'. Assemblies are occasions of inspiration and reflection and pupils enjoy them very much. They generally eat healthily and take regular exercise. They particularly enjoy the new playground equipment and their large and very beautiful field.

Attendance is satisfactory but the proportion of unauthorised absence remains higher than average. The school has begun to tackle this issue.

By the time they are in Year 6, pupils have grown in self-confidence and have developed a good range of personal skills. They are well prepared for the next stage of their education and for later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good and has improved significantly since the last inspection. Teachers have a clearer understanding of what makes a successful lesson. This is because lesson observations are used as an effective tool to help teachers get better at what they do. Teachers manage their classes well and classroom relationships are very positive. This was seen in a Reception and Year 1 lesson where children listened attentively, concentrated fully on their tasks and showed a very high level of confidence and independence. The best lessons successfully combine a high level of challenge with enjoyment. In a Year 6 music lesson, pupils performed an improvised 'scat' song in the jazz tradition with great verve, and then composed their own versions.

In the best lessons, objectives are clear and shared with pupils so that they know what they are going to learn. In other lessons, this does not happen often enough. Teachers are starting to use assessment and tracking information, along with their own day-to-day assessments, to plan work more carefully for all abilities. They set end-of-year targets, and parents are informed of the progress their children are making in meeting them. The setting of short term targets, based on day-to-day assessments and shared with pupils, is not yet fully established. Marking does not always show pupils what they have done well and how their work could be improved. Pupils therefore do not get consistent guidance on how to improve their work.

Provision for the most vulnerable pupils, including those with learning difficulties or disabilities, is good overall, enabling them to make good progress in their lessons. In some lessons, however, teachers do not expect teaching assistants to take on a full and active role in the groups they are supporting.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum meets pupils' needs well. It provides them with secure basic skills and good enrichment. The school has been awarded a Gold Artsmark in recognition of its work in this area. Opportunities for pupils to develop information and communication technology skills (ICT) are beginning to improve. The programme for personal, social and health education is good and makes an effective contribution to pupils' personal development.

In Reception, the children benefit from well planned and organised activities to promote their creative, physical and social development.

Pupils' learning is enriched by a wide range of extra-curricular activities and visits, including a residential trip to Paris. A recently established choir is proving popular.

The provision for the most vulnerable pupils, including those with learning difficulties or disabilities, is good, enabling them to take a full part in all the school offers.

## **Care, guidance and support**

### **Grade: 2**

This aspect is good. Parents testify to the family atmosphere in the school. Pupils are quick to say they feel looked after and safe. Child protection procedures are clear and well understood and the school carries out rigorous risk assessments and health and safety checks.

Induction procedures have improved. Pupils who move up to the main school from the annexe at the end of Year 1, or who join the school at several other intake points, now settle more quickly and happily.

At the time of the last inspection, the school lacked effective systems for recording how well pupils were doing. There has been good progress in this area. Teachers can easily identify pupils or groups of pupils in danger of underachievement and are expected to act on this information.

## Leadership and management

### Grade: 2

The school's interim headteachers have led the school well through a very difficult period. There are secure arrangements in place to ensure a smooth handover to the new permanent headteacher who starts in September. There is now a much clearer focus on raising standards as well as on promoting the personal development of learners. As a result, standards are improving. Teamwork is of a good quality and everyone plays a part in moving the school forward. A lot of work has been done in the past few months to develop the roles and responsibilities of subject leaders and to enable them to provide leadership to their areas of responsibility. They are enthusiastic about the work they are doing and the good impact they are beginning to have on the learning of the pupils.

Senior leaders regularly monitor lessons and identify areas for improvement. Although good strides have been made in improving teaching and learning, more remains to be done to ensure that assessment information and marking are used to show pupils what they do well and how to improve.

The school knows itself well and takes good account of the views of pupils and parents. The school council, for example, was involved in the appointment of the new headteacher. Parents are positive about most aspects of the school's work and recognise the recent improvements. As one parent commented, 'The school has changed from one that was just cruising to one where there is more purpose and my child has responded well to this'.

Governors have a good grasp of the school's strengths and weaknesses and provide a satisfactory balance of support and challenge to senior leaders.

The school is keen to improve even further. The progress made, since both the last inspection and the more recent from Her Majesty's Inspectorate (HMI), has been good with all improvement issues having been successfully tackled. The impact of many recent changes illustrate very clearly there is good capacity to improve.

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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> |
|--------------------------------------------------------------------------------------------------------------|-----------------------|--------------|

### 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>                           | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 | NA |
| The behaviour of learners                                                                                     | 1 | NA |
| The attendance of learners                                                                                    | 3 | NA |
| How well learners enjoy their education                                                                       | 2 | 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>                                             | 2 | 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                     | 2   | NA |
| How effectively and efficiently resources are deployed to achieve value for money                                                            | 3   | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities                                                  | 3   | 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**

Pupils

Not long ago we came to your school to see how you were getting on and whether there was anything we could suggest that would make the school better. You made us feel very welcome and we enjoyed meeting you. Thank you and well done!

We were with you for two days. That was long enough for us to realise that St Martins is a good school. We have also decided that it no longer needs to be called a school with serious weaknesses. This is because it has improved so much over the last two years. Congratulations! These are the best things about your school: \* You are friendly and polite to each other and to adults in the school. Your behaviour is excellent. \* You work hard and you make good progress in your lessons. We think your standards of work are getting better. \* You have lots of interesting things to do in lessons, at lunch time and after school. \* Mrs Beddoe and Mrs Reid have run your school well and have worked very hard to make it better. We think they have done a good job in making sure that your new Headteacher can get off to a good start in September. You can help her to do this.

This is what we have asked your school to do now: \* We think that when your teachers mark your work they are good at encouraging you, but you need more information to show you what you need to do to improve it. We would also like you to have more chances to understand what your targets are and how to reach them. We hope that you continue to do your best and wish you good luck for the future.

Yours sincerely

Lynn Bappa

Lead Inspector