



St Matthew's CofE Primary School

Inspection Report

Unique Reference Number 125235
LEA Surrey LEA
Inspection number 281919
Inspection dates 22 March 2006 to 23 March 2006
Reporting inspector Wiola Hola

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

| | | | |
|------------------------------------|--------------------|---------------------------|--------------------|
| Type of school | Primary | School address | Linkfield Lane |
| School category | Voluntary aided | | Redhill |
| Age range of pupils | 3 to 11 | | RH1 1JF |
| Gender of pupils | Mixed | Telephone number | 01737762080 |
| Number on roll | 450 | Fax number | 01737761360 |
| Appropriate authority | The governing body | Chair of governors | Mr Mike Beaver |
| Date of previous inspection | 15 November 1999 | Headteacher | Mrs Margaret Gooch |

| | | |
|-----------------------------|---|------------------------------------|
| Age group 3 to 11 | Inspection dates 22 March 2006 - 23 March 2006 | Inspection number 281919 |
|-----------------------------|---|------------------------------------|

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

Introduction

The inspection was carried out by two of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

The school is larger than average. Roughly two-thirds of pupils are from White British backgrounds; others are from a range of backgrounds, including many from Asian families. Nearly 30% of pupils speak another language besides English, including some at an early stage of English language acquisition, and this is above average. The proportion of pupils with learning difficulties or disabilities, including those with statements of special educational needs, is above average. The percentage of pupils eligible for free school meals is above average.

The school has a special needs support unit (SNSU); 12 pupils currently attend. The SNSU is designated for pupils with physical disabilities but includes children with a wide range of special educational needs including those on the autistic spectrum. These children are fully integrated into their base class whenever possible. The school also has a nursery and receives children for a morning or afternoon session.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

St Matthew's provides a satisfactory education for its pupils and has some strengths. This view is held by the school and by inspectors. The standards pupils reach are similar to those achieved nationally. In the Foundation Stage, the quality of provision is satisfactory overall and good in the nursery. Most children reach expected learning outcomes for their ages by the end of the Foundation Stage. The special needs support unit (SNSU) is outstanding. Another strength is in the way pupils with learning difficulties and disabilities and those with English as an additional language are supported and helped throughout the school to make good progress. For most pupils, progress from starting in the nursery or reception classes to Year 6 is satisfactory.

Pupils develop well their personal qualities and form positive relationships with each other and staff. The curriculum is good and includes a good range of extra-curricular activities. Pupils' attitudes and behaviour are good. Teaching and learning are satisfactory overall, include some good features, but are occasionally unsatisfactory. The guidance pupils receive about how well they are doing and how to achieve their best is good in some lessons but is weak elsewhere. Pupils enjoy school although some younger ones are nervous in the playground, especially when others play ball games.

Leadership and management are satisfactory with some good features. The school knows well its own strengths and what needs to be improved further. The school works in good partnership with others to promote pupils' well-being. It has worked well to improve accommodation and resources. The buildings and playground are attractive. Other improvements made since the last inspection have had a modest impact on raising achievement. Managers are placing a good and increased emphasis on using data about pupils' attainment to boost progress. This has yet to have an impact on standards and on raising the overall quality of teaching and learning. Targets for pupils are not always sufficiently challenging. The school provides satisfactory value for money.

What the school should do to improve further

- * improve the quality of teaching and learning; focus more on learning when judging the quality of lessons
- * raise the expectations of what pupils can achieve in each year
- * be more consistent in explaining to pupils how they can improve their work
- * reassess the use of the playground to ensure all pupils feel comfortable

Achievement and standards

Grade: 3

Pupils' achievements are satisfactory and standards are average. Children enter the nursery or reception classes with varying skills, particularly in communication and social

interaction, and make satisfactory progress. Most children reach the expected learning goals by the time they go into Year 1, and some exceed them.

In Years 1 and 2, most pupils make satisfactory progress. Standards in the Year 2 national tests in 2005 were average overall although the proportion of pupils reaching higher than expected levels was below average in reading and writing. In Years 3 to 6, progress is also satisfactory. Results in national tests in Year 6 are generally average. English results dipped in 2005 to below average. This reflected staffing difficulties in that year. Over the last three years, test results have shown a slight improvement in the rate of pupils' progress between Years 3 to 6. Targets for the Year 6 tests were met for mathematics in 2005 but not for English. The school has put into place measures designed to raise standards in English. The school expects to reach its targets in 2006. The targets set for pupils in each year are reasonable but are not always sufficiently challenging.

Pupils with learning difficulties or disabilities achieve well because of the good provision for them. This is also true for pupils with English as an additional language.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Behaviour is good and reflects pupils' clear understanding of right and wrong. The majority of pupils enjoy coming to school, like their teachers very much and have mature attitudes to their work. Good relationships are established, helping the pupils to feel secure and well cared for. Attendance is satisfactory. Most pupils are punctual.

Pupils make a positive contribution to the community. This extends beyond the school and the local area to links with schools abroad. Pupils develop a good understanding of the similarities and differences of religious and cultural beliefs. Pupils from different backgrounds work and play happily together.

Pupils know how to keep safe and healthy. The school organises focus weeks that heighten pupils' awareness of the importance of healthy lifestyles. Pupils take advantage of good opportunities to have their say about how the school works. They know they can talk to staff if they have concerns. They report that any incidents of bullying are quickly and effectively addressed. Some of the younger children, however, are worried and nervous about the good natured but boisterous behaviour that sometimes occurs during ball games in the playground. Pupils talk eagerly about their responsibilities around the school that help them to develop the skills of teamwork and co-operation. These and other skills prepare pupils adequately for their future education and beyond.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory but with some inconsistency in the quality of lessons across the school. The school judges this aspect of its work to be good, and it is good in some lessons and occasionally outstanding. The school has not, however, placed enough emphasis on the progress that pupils make when judging the effectiveness of lessons.

All lessons are planned carefully. Most pupils listen well to staff and each other, respond readily to questions and complete work diligently. In most lessons, pupils with learning difficulties or disabilities and those who speak English as an additional language are well supported and make good progress. Teaching and learning in the SNSU are of extremely high quality.

Where teaching is most effective, activities meet well the needs of pupils of different abilities, cater for different ways of learning and engage pupils fully. Teachers test pupils' understanding through effective questioning. Marking clearly identifies what pupils need to do to improve. Teaching assistants are focused on both supporting and challenging pupils to improve their learning.

In less effective lessons, some pupils are given work that is too easy or too hard, or the teacher talks for too long. Pupils are not given sufficient opportunities to learn independently and through collaboration, or the pace is slow. They are not given enough guidance about how well they are doing or how to improve their work.

Teachers are clear about the progress the school expects from the pupils in each year and what pupils have learned in previous years. However, not all teachers use this information well to challenge pupils in lessons or to accelerate their progress. The best teaching enables pupils to meet or exceed targets set for them.

Curriculum and other activities

Grade: 2

The curriculum is good and contributes effectively to pupils' personal as well as academic needs. The school has a strong commitment to inclusion; pupils with learning difficulties and disabilities and those learning English as an additional language are well provided for and make good progress as a result. In particular, the curriculum for the 12 pupils in the SNSU with a range of complex learning needs and disabilities is outstanding. It allows these pupils to play a full part in the life of the school within a supportive environment. Throughout the school, a good range of intervention strategies is used effectively to support those most at risk of under-achieving in literacy and numeracy. The curriculum for the most able pupils does not always challenge them to achieve as well as they might. The curriculum is enriched through a variety of visits and visitors to the school. French has recently been introduced in Years 3 to 6 and gives pupils the opportunity to learn about French culture as well as language.

Care, guidance and support

Grade: 3

The school's systems for ensuring that pupils are cared for, guided and supported are satisfactory overall. The care and support of pupils in the SNSU is outstanding. Child protection policies and procedures are in place. Regular health and safety checks and risk assessments are carried out and the school ensures that appropriate checks are undertaken on all adults working in the school.

Questionnaires are used to seek parents' views and most parents are supportive of the school. However, a significant minority has expressed concerns about behaviour, particularly at break-times. The playground is attractive but not all children feel comfortable when ball games are being played by some.

The school has good procedures for keeping a check on pupils' progress. Each pupil has targets for English and mathematics, which are shared with parents in detailed annual reports, but these targets are not always sufficiently challenging. Teaching assistants are generally deployed effectively and provide satisfactory support for pupils who need extra help.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The headteacher and leadership team are strongly committed to raising achievement and providing high quality care and education. This is underpinned by the school's Christian ethos and highly effective work in welcoming and including all pupils. The school is rightly proud of the SNSU.

The leadership team knows the school well and uses a range of strategies to track pupils' progress and identify strengths and weaknesses in educational provision. Detailed plans for improvement are then put into place. For example, the school identified the need to give pupils more opportunities for investigative science. This was undertaken and standards from 2004 to 2005 rose as a result. Managers check lessons regularly and provide teachers with opportunities to work alongside their colleagues to share good practice. This work has not yet resulted in the consistently high quality of teaching and learning required to improve standards throughout the school. Governors are very committed to the school and have worked hard to secure funding to bring about improvements to the school environment. They are now ready to give full attention to raising achievement and standards.

The school has addressed all of the issues from the last inspection although standards have not risen significantly. However, the drive and commitment of the leadership team indicates that the school has the capacity for further improvement.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

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

Overall effectiveness

| | | |
|--|-----|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 | 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 | 3 | NA |
| The effectiveness of the school's self-evaluation | 3 | 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

| | | |
|--|---|----|
| How well do learners achieve? | 3 | NA |
| The standards ¹ reached by learners | 3 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 | NA |
| How well learners with learning difficulties and disabilities make progress | 2 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 2 | NA |
| The behaviour of learners | 2 | 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 | 3 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 | NA |
| How well are learners cared for, guided and supported? | 3 | NA |

¹ 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

| | | |
|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 3 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 3 | 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 |

| | |
|---|-----|
| The extent to which schools enable learners to be healthy | |
| 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 |
| The extent to which providers ensure that learners stay safe | |
| 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 |
| The extent to which learners make a positive contribution | |
| 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 |
| The extent to which schools enable learners to achieve economic well-being | |
| 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

Students

As you know, I visited the school recently with three other inspectors. I write to thank you for your help. You made us feel really welcome. We would like to thank the School Council members who spoke to us. We very much appreciated talking to many of you in lessons, over lunch or during break times and looking at your work.

We think these are the best things about your school: * You behave well and are polite to each other and visitors. * You work hard in lessons, enjoy learning and make satisfactory progress.

* The school provides you with many good opportunities to learn from, including trips, visits, visitors and clubs. * The pupils in the special needs support unit are extremely well provided for. * Pupils who have learning difficulties or who have come to this country not speaking much English are helped to learn well. * Your headteacher and other leaders know exactly what the school is good at and how it could be better. They are working with determination to make the school as good as possible. * The school is attractive and you and the teachers make classrooms interesting to work in. Some lessons are really good so that you learn well in them.

Here are the main ways in which the school could improve even further: * We are asking staff to check more closely on exactly what you learn in each lesson and make some lessons even better. * We feel that some of you could be making more progress and we have asked the school to achieve this by making some work harder for you. * You are not always sure if your work is of the best possible quality or how to make it better. We are asking teachers to make these things really clear to you. * You have a lovely playground. We feel that the school could help you all use it wisely so that all children can play happily and feel comfortable, even when energetic ball games take place. Most of your parents or carers are happy with how you are learning. I wish you all the very best for the future.

Yours faithfully

Wiola Hola

Her Majesty's Inspector