

# St Matthew's Church of England Aided Primary School

Drift Road, Blackmoor, GU33 6BN

## Inspection dates

20–21 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress and achieve well.
- Improvements in teaching have led to above average attainment in mathematics. Attainment has also risen in English, but not quite so fast as in mathematics.
- Teaching is good. There is some that is outstanding. Teachers always want pupils to do their best and they make sure lessons are interesting so that pupils learn well.
- All pupils enjoy school and take part in lessons enthusiastically.
- Pupils have a positive attitude to learning and want to succeed and achieve well.
- Pupils say they feel safe in school and that bullying is rare and that any incidents are dealt with effectively. Pupils' understanding of spiritual, moral, social and cultural issues is good and central to the school's ethos.
- The headteacher's clear leadership has been significant in making sure that the school has improved the quality of teaching and its effectiveness since the last inspection.
- The headteacher is well supported by her senior leadership team and governing body all of whom show a good understanding of what the school is doing well and where further improvements need to be made.

### It is not yet an outstanding school because

- Pupils' progress in Key Stage 1 is not yet as rapid as it is in Key Stage 2 because pupils do not have enough opportunities to explain their learning.
- Teachers' marking does not consistently give enough information to pupils about how well they achieve, or what they need to do to improve their work further.

## Information about this inspection

- Inspectors observed 17 lessons or part lessons taught by seven teachers and teaching assistants, of which three were joint observations with the headteacher.
- Inspectors looked at the work in pupils' books and listened to pupils read from Years 2 and 6 and also held meetings with two groups of pupils. They also used lunch and break times to talk to pupils around the school.
- Inspectors spoke to members of the governing body, including the former Chair of Governors, members of the school management team, and teachers with responsibility for key subjects, a representative of the local authority and the local vicar, who regularly works with the school.
- Inspectors scrutinised a range of documentation including the analysis of performance information, records of the monitoring of teaching, the tracking of pupils' progress as well as documents relating to the safeguarding of pupils.
- Inspectors met with parents at the start of the school day.
- Consideration was given to the 32 responses to the online Parent View survey.
- Questionnaires were analysed from 20 staff.

## Inspection team

Sarah Jones, Lead inspector

Additional Inspector

Christopher Crouch

Additional Inspector

## Full report

### Information about this school

- St Matthew's Church of England Aided Primary School is a smaller-than-average sized school.
- Most pupils are of White British heritage.
- The proportion of pupils who are known to be eligible for free school meals or in care of the local authority, for which the school receives additional income (the pupil premium), is below average. There are no children from service families currently at the school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion of pupils who are supported through school action plus or have a statement of special educational needs is above average.
- The school meets the current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher has been the chair of the Local Children's Partnership for the last two years. This partnership works to share good practice for the benefit of all pupils in the local area.
- The school runs after-school provision and this was included in the inspection.

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

- Improve the quality of teaching so that it is consistently good or better by:
  - providing marking and feedback that clearly outline what pupils need to do to improve
  - ensuring that pupils, particularly those in Key Stage 1, are consistently involved in explaining and demonstrating their learning.

## Inspection judgements

### The achievement of pupils is good

- Pupils make good progress from average starting points. Children in the Reception class make good progress from broadly average starting points.
- Progress is improving across the school although it is not quite as good in Key Stage 1 as it is in Key Stage 2. Pupils have made most progress in mathematics and reading, as this is where the school has previously focused its efforts. Progress in writing is improving well, as this is the school's current focus. Progress is good because teaching is good and pupils enjoy learning and meeting new challenges.
- As a result of the good progress being made attainment is now above average in both English and mathematics although higher in mathematics.
- Pupils have good mathematical skills. They carry out mental calculations well and show their working for mathematical problems accurately in their books.
- Pupils' literacy skills are improving because writing, reading and speaking activities are included in most subjects. The school is providing more opportunities for pupils to create longer pieces of writing to develop their skills and apply the knowledge they have gained. Pupils use a wide vocabulary, accurate grammar, and words that connect separate ideas together to make complex sentences.
- Pupils read well. They link sounds to letters effectively and like the fact that this helps them read difficult words. They use their reading skills well when doing research; this was observed in some of the Holy Week activities, especially when researching the Easter Story.
- The more-able pupils generally make good progress because teachers and teaching assistants make sure work is demanding and adapted to their particular needs.
- Lower attaining pupils, disabled pupils and those with special educational needs make good progress. Sensitive, well-organised support from teachers enables these pupils to gain confidence in their own ability and promotes their learning well.
- Pupils known to be eligible for free school meals and those in the care of the local authority make progress at broadly the same rate as other pupils because the funding has been spent on a range of interventions, including one-to-one interventions and additional teaching assistant time to support both literacy and numeracy work. This has had a positive impact on pupils' progress and, as a result, there is no attainment gap in either mathematics or English as the average point score for these pupils is similar to their peers at the end of Year 6.
- The success that the school has had since the previous inspection in improving the quality of teaching and thus improving achievement demonstrates the commitment of the school to ensure that all pupils have equal opportunities to succeed and that discrimination is not tolerated.

### The quality of teaching is good

- Teaching over time is generally good, with some outstanding teaching observed in English and mathematics. Frequently, the pace of lessons is brisk, so that learning is rapid and pupils acquire new skills. Effective discussions towards the end of lessons review what pupils have learned and this helps them understand how well they are doing.
- The work undertaken to improve the quality of teaching at the school continues to drive the quality of learning up for all pupils, which is now good and rapidly improving.
- The parents who responded to the questionnaire and those parents who spoke to the inspectors thought that their child was taught well and made good progress at the school.
- Teachers have good subject knowledge and expertise, which they use effectively to provide a wide range of activities that promote pupils' skills well in both literacy and numeracy. There are effective links between different subjects which enable them to consolidate their literacy and

numeracy skills well.

- In the majority of lessons, teachers use what they know about pupils' progress well to ensure that work is set at the right level. For example, in a Year 2 English lesson the teacher provided a range of imaginative opportunities for pupils to develop their understanding of literacy to support their extended writing task.
- Teachers provide a wide range of interesting and demanding activities that motivate pupils to become involved in their learning and to achieve well. However, pupils, particularly those in Key Stage 1, do not always have sufficient opportunities to explain or demonstrate their learning.
- Pupils' learning is supported by a wide range of good quality resources. Relationships are warm, friendly and supportive. Teachers encourage pupils to work with each other and to discuss their ideas. This helps pupils learn to tolerate and accept each other's opinions, and promotes their moral, social and cultural development effectively.
- Generally, teaching assistants make a valuable contribution to learning by supporting pupils in lessons and in small groups that are withdrawn from classes for particular help.
- There is some evidence of good marking; however, this is not always consistent. The next steps in learning are not always clearly stated and as a result pupils do not always know how to improve their work.
- Teachers regularly check the progress made by disabled pupils and those with special educational needs and adjust their work so that they make good progress. For example, in a Year 5 mathematics lesson the teacher provided clear instructions, careful questioning and encouraged independence that led to all pupils making good progress.
- Teachers frequently display pupils' work in classrooms and this has a positive impact on pupils' learning because they are encouraged to produce the very best work they can do and this provides a forum for sharing ideas.
- Teamwork throughout the school is excellent. Teachers work together very constructively with support staff to ensure provision for the pupils they are working with is of a good quality. Teachers are keen to learn from one another and the headteacher and senior leadership team are highly effective role models who have helped teachers improve their teaching to become good or better.

### **The behaviour and safety of pupils are good**

- The school has a welcoming atmosphere, where all pupils are made to feel valued and safe.
- Teachers set a good example of how to respect each other and this contributes to good relationships between pupils and between pupils and adults.
- Pupils are enthusiastic about learning and work hard. Their behaviour is usually good and sometimes outstanding.
- When pupils are playing outside, moving around the school or interacting with each other and adults, their behaviour is good and they are polite, friendly and helpful. They are considerate to each other, and have a strong moral code.
- Pupils interviewed agreed that they enjoy school, they find the lessons interesting and teachers help them with their learning.
- Pupils feel safe in school. They have a clear understanding of the different forms of bullying and talk about how bullying can hurt physically or hurt your feelings. They say there have been a few incidents of name-calling in the past and any incidents are always swiftly dealt with. This view was supported by most parents.
- Pupils have a good understanding of risk, supported well by the school's input on personal and internet safety.
- Attendance has improved since the last inspection. The school's efforts to reduce persistent absence have been successful. Attendance is now broadly average.

## The leadership and management are outstanding

- The school is well led by a determined headteacher who is absolutely clear that her priority is the success of the pupils at St Matthew's Church of England Primary School. She expects the very best from staff and pupils and effectively challenges those who do not live up to these expectations. Her firm, clear leadership has brought about real improvements in the progress made by the pupils.
- The headteacher is well supported by other senior staff, and members of the governing body. Their ability and willingness to collaborate in bringing further improvements are clearly demonstrated by the good or better teaching and in pupils' achievements especially in mathematics and reading.
- The leadership team regularly observes lessons, and provides detailed feedback to teachers as part of their professional development. This has ensured that teaching is at least good and there are an increasing number of outstanding lessons. The local authority has made a valuable contribution, validating the school's observations and challenging the headteacher to make sure the outstanding progress continues.
- Senior leaders and teachers track pupils' progress rigorously to find out how well pupils are achieving and review the support provided to suit the needs of the individual pupils.
- The school's self-evaluation and development plan are accurate, with areas for further development to maintain standards and identify areas the school could improve further. The curriculum is engaging and well planned to meet the needs and interests of the pupils: it provides pupils with rich and varied opportunities to excite and encourage them to broaden their horizons within a secure learning environment.
- After-school provision is of good quality. Pupils have access to a range of after-school activities such as street dancing and sporting activities.
- Pupils' spiritual, moral, social and cultural understanding is at the heart of the school, with evidence in all lessons, at breaks and assemblies. An assembly taken by the vicar during the inspection successfully engaged all pupils. The events planned to illustrate the happenings during Holy Week provided opportunities for pupils to reflect and respond to different situations presented to them.
- Parents make a valuable contribution by supporting their children, as well as helping the school by giving time and supporting events, often run by the Parents, Teachers and Friends Association (PTFA), including an Easter party during the inspection for pupils in Key Stage 1, who all came along with Easter bonnets they had created at home.

### ■ The governance of the school:

- The governors are determined and ambitious for the school's continued success, building in succession planning to make sure all areas are supported and no gaps are created. The governing body provides a high level of challenge to the senior staff and asks searching questions about the effectiveness of the school, the community it serves and the progress of the pupils, in relation to similar schools. Governors are well informed and trained. They have regular access to, and understand, external and internal tracking information. Governors are fully involved in contributing to the self-evaluation and school development plan. They have a good awareness of the quality of teaching and make good use of the Teachers' Standards in setting targets. Governors have a good understanding of how teachers' performance and the progress made by pupils affect the salary progression of teachers, both in terms of pupils' progress and staff progression. The governors regularly check the school's finances and monitor the impact of the use of pupil premium funding on the progress made by the pupils for whom it is provided. The governing body makes sure safeguarding procedures are robust. It checks that all requirements are fully met, and that the process for appointing staff is secure.

## 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>	116352
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	401592

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	187
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Will Wolmer (acting)
<b>Headteacher</b>	Jane Kent
<b>Date of previous school inspection</b>	18 March 2010
<b>Telephone number</b>	01420 472844
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