

# St Matthew's Church of England Aided Primary School

## Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 116352           |
| <b>Local Authority</b>         | Hampshire        |
| <b>Inspection number</b>       | 338801           |
| <b>Inspection dates</b>        | 17–18 March 2010 |
| <b>Reporting inspector</b>     | Sheila Browning  |

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

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|--|-------------------------------------|
| <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> | 165                                 |
| <b>Appropriate authority</b>               | The governing body                  |
| <b>Chair</b>                               | Rev Will Hughes                     |
| <b>Headteacher</b>                         | Jane Kent                           |
| <b>Date of previous school inspection</b>  | 23 January 2007                     |
| <b>School address</b>                      | Drift Road<br>Blackmoor<br>GU33 6BN |
| <b>Telephone number</b>                    | 01420472844                         |
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|--------------------------|------------------|
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## Introduction

This inspection was carried out by three additional inspectors. They observed 11 lessons and seven teachers. Meetings were held with the Chair and Vice Chair of the Governing Body, staff, groups of pupils and a local authority representative. Inspectors observed the school's work and looked at a range of documentation, safeguarding information, assessment data and records of school monitoring and evaluation. Questionnaires returned by 73 parents and carers, 60 pupils and 25 members of staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how successfully the school is helping pupils to improve their skills in writing and mathematics and make up for previous 'lost ground'
- how effectively the school is supporting teaching in order to disseminate best practice and accelerate pupils' progress
- the impact of the restructured leadership and management in securing improvement in pupils' attainment and progress
- how senior leaders are developing pupils' knowledge of peoples much further away from the school.

## Information about the school

The school is smaller than most primary schools. Most pupils are from White British backgrounds, with a very few pupils from minority ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities is average. The range of needs includes academic, behavioural, emotional and physical difficulties. Children join the Early Years Foundation Stage in a discrete Reception class. The school has experienced a long period of staff instability and changes, including at senior level and in the make-up of the governing body. In addition, leadership and management have recently been restructured. Numbers on roll have been dropping since 2005 because of a variety of factors. In June 2009, the school became part of the government improving schools programme to help improve teaching and learning in English and mathematics.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

St Matthew's is a satisfactory school. It is rapidly improving under the skilful leadership of the headteacher. She has focused interventions and support where needed. Together with support from staff, governors and the local authority, she has secured improvements in some key areas, which is why the capacity to improve further is satisfactory. Pupils' progress is accelerating. They are making up for lost ground, but they have much catching up still to do, which is why their learning and achievement are satisfactory rather than good. Attainment over recent years has been too low and is only now picking up. Pupils' current work in books and lessons indicates attainment is broadly average and rising, but this is not yet true of the results at the end of Years 2 and 6. There is more to do to boost attainment in literacy and numeracy and provide more opportunities for pupils to develop their skills in other subjects to sustain the momentum of recent improvements. Teachers use a range of assessment methods well to ensure additional support for those needing a boost in their learning, although marking and target setting are inconsistent and activities which are not fully challenging limit teaching and pupils' progress from being even better, including that of the more able. Senior and middle leaders know the school's strengths and weaknesses through the school's effective self-evaluation procedures. Behaviour and attitudes are much improved, especially among older pupils, because teaching and the devising of the curriculum are improving and pupils are more engaged in their learning. Governors, while increasingly informed and involved, do not check and challenge the school's work and its performance sufficiently to influence its effectiveness.

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

- Raise attainment across subjects with a focus on whole-school English and mathematics by:
  - challenging and extending all pupils, especially the more able
  - ensuring learning is purposeful, interesting and inspiring
  - improving the range of texts and resources, including those accessed through computers, to motivate pupils to read and write.
- Improve the quality of teaching through the school so that it is consistently good by:
  - raising teachers' expectations of what pupils can do
  - checking lessons focus sharply on exciting and creative learning activities

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- improving marking, so that all pupils receive clear guidance on what they need to do to improve their work.
- Ensure that all governors provide high quality support and effectively challenge the school by:
  - playing a more active part in the life of the school
  - working closely with leaders and managers to plan future improvements
  - regularly monitoring their impact.

**Outcomes for individuals and groups of pupils****3**

The school's own data show that pupils' attainment is rising so that it is closer to age-related levels, but this is patchy as pupils have moved through different year groups. It also shows, for a minority of pupils, some rapid progress compared to earlier in the year. Pupils' work in lessons is of a much better standard and shows satisfactory and at times good progress. Though improving, progress is not yet strongly good. Pupils with special educational needs and/or disabilities respond well to the help they are given and make satisfactory progress towards their targets. All pupils, including the more able, are not sufficiently challenged across the curriculum and especially in reading, writing and in mathematics.

Pupils enjoy their learning and achieve well, especially when lessons are interesting and inspiring texts and resources are used. In a few classes, pupils find sustaining concentration hard, particularly when activities are not purposeful or do not extend their thinking. Year 6 pupils are trained first aiders and pupils say they feel very safe, though a few responses to pupil and parent questionnaires suggested that some do not. They show a satisfactory understanding of how to stay healthy, reflected in the Healthy School award. Pupils contribute appropriately through the school council and special friend system, as house captains and play coaches. Through their fundraising they have made significant contributions to aid Haiti and Chile but their knowledge of the wider global community is not as well developed. Pupils are building on the skills that will give them a foundation for future learning and life.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Please turn to the glossary for a description of the grades and inspection terms

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>3</b> |
| Taking into account:<br>Pupils' attainment <sup>1</sup>   | 3        |
| The quality of pupils' learning and their progress  | 3        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 3        |
| <b>The extent to which pupils feel safe</b>   | <b>2</b> |
| <b>Pupils' behaviour</b>  | <b>3</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>3</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>3</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>3</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>   | 3        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>3</b> |

**How effective is the provision?**

Pastoral care reflects the school's strong Christian ethos. Well-organised procedures help staff to respond quickly and effectively to those who need additional help and guidance. Effective monitoring and follow-up procedures have improved rates of attendance. While many aspects of care, guidance and support are effective, the overall judgement of this area is satisfactory. Support for those identified as having extra needs is good in small additional support groups, but main class lesson planning is not always sharp enough to meet their individual learning needs.

Pupils say, 'Teaching is better' and, 'We like learning through doing.' Teachers are well supported and plan carefully, but occasionally activities set are too easy or are not creative enough. Teachers use questioning well and relationships are good. Teaching is beginning to accelerate pupils' progress, as in a Year 2 lesson. Pupils responded eagerly with descriptions such as 'papery wings' before writing dinosaur poems. Older pupils know their learning targets and teachers give good oral feedback. While books are regularly marked, inconsistent emphasis is given to points for improvement and poorly presented or unfinished work is too readily accepted.

A more creative and thematic approach to the curriculum has recently been introduced. By linking different subjects together, teachers encourage pupils to transfer the skills they have learned in one subject to aid another. Year 6 pupils enjoyed researching the impact of the Spanish on the Aztec civilisation, and confidently presented and evaluated their findings. The curriculum is showing real benefits, especially in promoting pupils' personal development, but it is not yet fully in place.

Partnerships with local businesses, visits and visitors enrich pupils' experiences. The

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range of resources to promote reading and writing is more limited. Extra-curricular activities are offered but take-up is only satisfactory.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>3</b> |
| Taking into account:<br>The use of assessment to support learning  | 3        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>3</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>3</b> |

**How effective are leadership and management?**

The headteacher has made some significant and important changes, with a firm focus on raising standards and improving pupils' personal development and well-being. She is driving improvement well through the restructured leadership team. Monitoring activities have focused on where improvements are needed, but these are not yet fully embedded. The rigorous and frequent evaluation of teaching and learning, coaching and intervention, including from the local authority has yet to ensure it is consistently good. The school is close to meeting the ambitious targets set. Governors are increasingly informed and supportive but are not sufficiently challenging. They rely on the headteacher to set a clear strategic direction and their ability to ensure they fulfil their statutory duties is not robustly monitored. Staff and governors receive safeguarding training and are diligent in ensuring safeguarding practices meet government requirements. Parents are encouraged to be involved in their children's learning through workshops and regular newsletters. The school promotes community cohesion well at a local level, and has links with a school in Borrowdale, but has identified that it has not developed pupils' understanding of other people's ways of life globally. Within the school, however, equal opportunities are promoted satisfactorily, with staff taking care to equally involve girls and boys to avoid stereotyping and any discrimination.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>3</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 3        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>3</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>3</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>3</b> |

| <b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b><br>Please turn to the glossary for a description of the grades and inspection terms |          |
|---|----------|
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>  | <b>3</b> |
| <b>The effectiveness of safeguarding procedures</b>   | <b>3</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>  | <b>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>   | <b>3</b> |

## Early Years Foundation Stage

Children start school with skills typical for their age. Home visits for incoming children help establish the home/school partnership and ensure a smooth start. In this welcoming and well-organised environment, provision is improving. Satisfactory and, at times, good teaching ensures by the end of Reception the majority are working at least within the expectations for their age. This indicates satisfactory progress overall and for a minority good progress especially in mathematics and in personal, emotional and social development. Adults, including parent helpers, work well together and take good care of the children. They interact with them to stretch their learning but also give them time to work and play together without adult guidance. This approach encourages children to gain skills and independence. They showed their enjoyment when painting their life-size dinosaurs outside and said, 'We can't find the egg it cracked.' Leadership and management are led by an experienced and knowledgeable teacher. Children's progress is assessed continuously and recorded through 'learning journeys'. Photographic albums go home on a rotational basis to share the activities that the class have been doing.

*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>3</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 3        |
| The quality of provision in the Early Years Foundation Stage                       | 3        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3        |

## Views of parents and carers

Most parents and carers commented very positively about the school. A number were very positive in their praise of the headteacher and teaching staff and recent changes. Inspection evidence tends to support these positive views. A few raised concerns about behaviour, leadership and management. A few are not confident that the school deals effectively with unacceptable behaviour and cited examples. The school has pupils who present challenging behaviour from time to time. The inspectors found a consistent approach to managing behaviour and judged behaviour to be satisfactory. Inspectors



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judged the leadership of the headteacher to be one of the key reasons for the school's rapid improvement, and judged leadership and management to be satisfactory overall.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Matthew's Church of England Aided Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 73 completed questionnaires by the end of the on-site inspection. In total, there are 165 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 42             | 58 | 28    | 38 | 2        | 3  | 1                 | 1 |
| The school keeps my child safe  | 44             | 60 | 27    | 37 | 1        | 1  | 1                 | 1 |
| The school informs me about my child's progress   | 31             | 42 | 38    | 52 | 4        | 5  | 0                 | 0 |
| My child is making enough progress at this school   | 32             | 44 | 33    | 45 | 6        | 8  | 0                 | 0 |
| The teaching is good at this school   | 31             | 42 | 36    | 49 | 3        | 4  | 0                 | 0 |
| The school helps me to support my child's learning  | 39             | 53 | 27    | 37 | 3        | 4  | 1                 | 1 |
| The school helps my child to have a healthy lifestyle   | 36             | 49 | 34    | 47 | 2        | 3  | 1                 | 1 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 26             | 36 | 41    | 56 | 4        | 5  | 0                 | 0 |
| The school meets my child's particular needs  | 28             | 38 | 38    | 52 | 4        | 5  | 2                 | 3 |
| The school deals effectively with unacceptable behaviour  | 29             | 40 | 28    | 38 | 9        | 12 | 3                 | 4 |
| The school takes account of my suggestions and concerns   | 25             | 34 | 37    | 51 | 7        | 10 | 1                 | 1 |
| The school is led and managed effectively   | 30             | 41 | 33    | 45 | 7        | 10 | 2                 | 3 |
| Overall, I am happy with my child's experience at this school   | 33             | 45 | 32    | 44 | 5        | 7  | 1                 | 1 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 39  | 58   | 3            | 0          |
| Primary schools      | 13  | 50   | 33           | 4          |
| Secondary schools    | 17  | 40   | 34           | 9          |
| Sixth forms          | 18  | 43   | 37           | 2          |
| Special schools      | 26  | 54   | 18           | 2          |
| Pupil referral units | 7   | 55   | 30           | 7          |
| All schools          | 15  | 49   | 32           | 5          |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

|                            |  |
|----------------------------|--|
| Achievement:               | the progress and success of a pupil in their learning, development or training.  |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.   |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.   |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.   |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.   |
| Overall effectiveness:     | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul> |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.  |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



22 March 2010

Dear Pupils

Inspection of St Matthew's C of E Aided Primary School, Liss GU33 6BN

Thank you for the friendly welcome you gave us when we visited your school recently. Lots of you told us how much better your school is now and we agree with you. Your school has improved over the last year. It provides you with a satisfactory education. We really enjoyed finding out about the work you do; a special thanks to those who talked with us about the school. Your behaviour and attitudes are satisfactory, and you work well together. Well done! The progress you make now is better than before because you are getting the help you need to make up for the gaps in your learning. Teaching is satisfactory and your curriculum is more interesting and relevant. You told us how much you enjoy topics such as 'dinosaurs' and the 'Aztecs' and Year 6 told us how much you are looking forward to the residential trip to Borrowdale.

We have asked the school to do three things to help it improve further:

- To make sure all of you reach higher standards in your work, especially in English and mathematics, and make sure the work you do is interesting and challenging and that you have good quality resources to help you to learn well.
- Check that teaching is always at least good and that learning is exciting and you are given clear guidance about how to make your work better.
- Make sure the governors get more involved in the school, keep checks on how well it is doing and the impact they are having, and get more involved in future planning to make your school even better.

You can help too by continuing to work hard.

Yours sincerely

Sheila Browning

Lead inspector

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