

# St Matthew's CofE Primary School

South Street, Ponders End, Enfield, EN3 4LA

**Inspection dates** 17–18 June 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils in the main school make good progress from starting points that are often below expectations for their age.
- Pupils in the annex have made outstanding progress from their very low starting points.
- Standards are above average by the end of Key Stage 2.
- Pupils excel in writing because it is taught particularly well.
- The proportions of pupils reaching the highest levels in writing and mathematics are well above average.
- Teaching is consistently good across the school and some aspects are outstanding.
- Teaching assistants are skilled at supporting individuals and groups of pupils.
- Pupils' behaviour is exemplary and they say they feel extremely safe at school. They have a real thirst for knowledge that is evident in their excellent attitudes to learning.
- The headteachers, acting deputy headteachers and governors have been highly successful in driving improvement, particularly in the annex.

### It is not yet an outstanding school because:

- Marking in all classes does not consistently give pupils helpful advice about how to improve their work.
- Teachers do not always make sure that pupils act upon their guidance to avoid making the same mistakes again.
- There is a little variation in the progress pupils make and the consistency of teaching in different classes.

## Information about this inspection

- The inspectors observed 34 lessons or parts of lessons, including 11 jointly with the headteachers and inclusion manager.
- Members of the inspection team heard pupils read and, with the acting headteacher, looked closely at samples of pupils' work.
- The inspectors looked at a wide range of school documents, including development plans, policies, self-evaluation reports, monitoring files, safeguarding and subject materials, evidence of the school's partnership work and information for families.
- Meetings were held with groups of pupils chosen at random. Discussions were held with senior leaders, subject leaders, teachers and other staff, the Chair of the Governing Body and four other governors, and representatives from the local authority and the London Diocesan Board for Schools.
- The inspectors took account of the 33 responses to the online questionnaire, Parent View, and a letter from a parent or carer and spoke informally to parents and carers in the playground.
- The inspectors considered the 28 staff questionnaires that were completed.

## Inspection team

Nick Butt, Lead inspector	Additional Inspector
Gill Walley	Additional Inspector
Matthew Klimcke	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The school operates from two sites. The main school has one class per year group. St Matthew's Edmonton Annex (the annex), four miles away, contains four classes from Reception to Year 3.
- The annex was set up to accommodate pupils from all over Enfield who had no school places. The first pupils joined late in the Reception year. The current Year 3 joined during Year 2. In both groups many pupils came with no prior education and speaking no English.
- The annex is due to become the Meridian Angel free school in September 2014 and will no longer be linked to St Matthew's. It will be led by the consultant headteacher.
- Most pupils are from a range of minority ethnic groups. A high proportion of pupils speak English as an additional language with many at the early stages of learning the language.
- The proportion of pupils supported by the pupil premium (additional funding which in this school supports pupils known to be eligible for free school meals) is above average.
- The proportion of disabled pupils and those who have special educational needs supported by school action is average. The proportion supported at school action plus or with a statement of special educational needs is also average.
- This year the senior leadership team has been restructured and comprises the part-time consultant headteacher, the acting headteacher and three acting deputy headteachers.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment by the end of Key Stage 2.

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

- Make teaching outstanding by making sure that:
  - teachers consistently give pupils helpful advice about how to improve their work
  - pupils benefit from the guidance through acting upon it so that they do not make the same mistakes again.

## Inspection judgements

### The achievement of pupils

is good

- Children join Reception with skills that are usually below expectations for their age, especially in communication and language. Pupils who joined the annex part-way through Year 2 had very low starting points.
- Children make good progress in Reception because there is a focus on developing early literacy skills. They settle quickly and enjoy a range of stimulating activities both inside and outdoors.
- Phonics (the sounds that letters make) is taught well and Year 1 pupils are meeting the required standard in the national reading check. They have a good grasp of the technical vocabulary, such as 'phonemes' and 'trigraphs', and understand well how to sound out unfamiliar words.
- Pupils make good progress in Key Stage 1. Year 2 pupils at the main school in 2013 reached above average standards, as they have done in previous years. Pupils at the annex have made outstanding progress but their attainment was still low because they had only just joined the school and many had not been to school anywhere else. Because the annex results feed into the overall results for the school, the published combined figures showed a dip.
- Pupils continue to achieve well in Key Stage 2 and standards were above average in the national tests for Year 6 pupils in 2013. A significant proportion of pupils reached the highest levels of attainment in writing and mathematics. This is because writing is taught especially well and pupils have a real enthusiasm for writing.
- In other year groups, even though progress is mainly good or better, there is some variation. This is the reason why achievement is not yet outstanding. In most years attainment is above national expectations. While pupils in the annex are a little behind their peers in the main school, they have made up ground very rapidly from their very low starting points.
- Disabled pupils and those who have special educational needs make good progress because the school identifies their needs promptly and ensures that support is tailored to suit them. Regular checks on their progress make sure they are keeping up. The school uses outside agencies well to provide extra help.
- The school caters well for the many pupils from minority ethnic groups. Teachers adapt their planning to take their needs into account, and they use special resources to help them join in with lessons from the start. This means that pupils who speak English as an additional language receive all the help they need to achieve well, especially in the annex.
- Pupils receiving additional support achieve well. Leaders spend the funding innovatively to release teachers to help eligible pupils. They also use the funding to make sure that all pupils are included in the full range of the school's activities.
- In 2013 there was no noticeable gap between the performance of eligible pupils and others in the school. Indeed some did a little better. Across the school, gaps, where they exist, are closing rapidly. In several classes eligible pupils are doing as well or better than their peers.
- The school identified that boys were not as enthusiastic about reading as girls, and adopted a variety of measures to inspire all pupils, but especially boys. These included setting up a special library, which boys run, and investing in books that appeal particularly to boys. The school has close links with staff from BBC Publications who produce 'Dr Who' and 'Match of the Day' magazines, and their regular visits have motivated boys in their reading.
- A focus on mathematics has closed the gap between attainment in mathematics and writing. Pupils are clear about the calculations to use to solve a variety of problems and can explain their thinking. This was particularly apparent in Year 6 where pupils were finding the formula for making equilateral triangles out of matchsticks.
- The school's most able pupils are challenged to achieve as well as they can. This is evident in the significant numbers reaching the highest levels of attainment in writing and mathematics.

### The quality of teaching

is good

- Teaching has improved since the previous inspection to become consistently good with aspects that are outstanding, especially in the teaching of writing.
- Teachers make strong links across subjects to inspire pupils to write well. For example, Year 2 pupils made pirate hats and drew their pirates in readiness to describe them. Year 5 pupils wrote about the moral dilemmas associated with the World Cup, when people's homes were destroyed to make way for new football stadia.
- Teachers are skilled at making pupils think deeply about their learning, often through asking probing questions. Year 6 pupils were able to unpick the meaning of a drawing as a result of the sensitive questioning of the teacher, making links with other aspects of their learning.
- Teaching assistants are confident and trained well which enables them to take the initiative in class and to make a valuable contribution to pupils' learning.
- Teachers have high expectations of pupils and provide good levels of challenge. This was seen in a Year 3 mathematics lesson in the annex, where pupils were solving money problems.
- The quality of marking varies in some classes. While there are excellent examples of helpful advice, this is not yet consistent. Teachers do not always make sure that pupils have acted upon their guidance in order to avoid repeating mistakes in the future.
- The teaching of reading has been enhanced by high-quality resources created by school staff. These enable pupils to practise more advanced skills such as inference and deduction. Staff have also put much care into formulating child-friendly targets for pupils that show them exactly how to reach the next level of attainment. Their progress towards meeting these goals is meticulously recorded.
- Teaching in the Reception classes gives children a good start because the activities are purposeful and geared to their interests. For example, children loved playing with 'jelly balls' and describing their consistency as 'squishy'.
- Books show that pupils made good progress over time and in most classes produce a large amount of good quality neatly presented work. This is not yet entirely consistent across the school.

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

### **are outstanding**

- The behaviour of pupils is outstanding. They have extremely positive attitudes to learning and take a real interest in the progress they are making. For example, a pupil said, 'We've all come a long way in writing.'
- Pupils are very polite and take a great pride in their school. They show great respect to one another and to adults. They apply themselves wholeheartedly to whatever they are doing. For instance, in assembly all pupils sang out the songs and joined in with the actions, from the oldest to the youngest.
- Pupils collaborate very well and are happy to help one another with their work. Their behaviour is managed consistently and extremely well by staff, although occasions when they need to intervene are very rare.
- The school can point to individuals who joined the school with behavioural difficulties who improved considerably as a result of the excellent pastoral support they received.
- The school's work to keep pupils safe and secure is outstanding. Indeed one pupil remarked, 'It's the safest place on Earth!' Almost all parents and carers say how safe their children are.
- Pupils say there is no bullying and the school's records support this view. Pupils know all about different types of bullying such as cyber bullying. They know how to keep safe on the internet. They take safety messages to heart and the school can cite examples where young pupils have taken prompt action in an emergency based on what they have learnt.
- Pupils enjoy taking responsibility as school councillors, helping younger pupils and leading prayers in assembly. They raise large amounts of money for charity each year and have very close links with the church next door.
- Attendance on the main site is above average and is rising rapidly at the annex.

**The leadership and management are outstanding**

- The acting headteacher and consultant headteacher have been highly successful in communicating their vision for the school to all staff and the wider community. This is particularly evident in the establishment and development of the annex, which in a very short space of time has grown to mirror all the strengths of the main school. This is because the same high expectations are promoted there as they are in the main building.
- The same caring ethos has been created in the annex as that which pervades the main school. From having no prior experience of schooling and speaking no English, pupils in the annex have the same highly positive attitudes to learning and enthusiasm for their work as their peers in the main school.
- Leaders have ensured that the same good quality teaching enables pupils in the annex to make at least good and often better progress, so that their attainment is climbing rapidly. This shows that the rigorous systems for checking teaching and the excellent procedures for analysing data prevalent in the main school work just as well in the annex.
- Teaching has continued to improve since the previous inspection because teachers are held fully to account for the progress of pupils. Teachers' performance is regularly evaluated and any shortcomings picked up straight away. Teaching is becoming increasingly consistent across the school, especially in the way pupils are helped to reach the next level of attainment.
- The management of teachers' performance is used to promote whole-school priorities and improve the practice of individuals.
- The school has developed subject and other leaders extremely well so that they have a very clear understanding of what works well and what could be improved in their areas. They use their excellent knowledge to bring about rapid improvement and to raise standards. This has enabled the school to maintain above average standards over time and to increase the proportion of pupils performing at the highest levels.
- The range of subjects and topics draws on pupils' interests and is designed to arouse their curiosity. It encourages them to make links across different areas of learning. For example, the World Cup has inspired a variety of stimulating activities, enabling pupils to apply their skills in researching different countries. Pupils are all treated equally and given the same chance to succeed. Discrimination of any kind is not tolerated.
- Visits to places of interest, visitors and special events enhance pupils' experiences and promote their spiritual, moral, social and cultural awareness extremely well. For instance, Year 5 pupils go on a residential visit to Germany each year where the school has links with a school in Berlin.
- The school spends its sports premium on a qualified physical education teacher and is part of the Enfield Sports Partnership. This provides coaching for pupils and training for staff. It has increased the participation of pupils in many different sports including boxing, dance and boccia (wheelchair bowling). This has increased their fitness and contributed to their well-being. There are close links with nearby Tottenham Hotspur Football Club.
- Parents and carers are very positive about the school. The large majority strongly agreed with the questions on Parent View.
- The local authority and the London Diocesan Board for Schools have worked closely with the school in setting up and supporting the annex, and respond well to other requests for help.
- **The governance of the school:**
  - Governors have shown excellent leadership in planning for and developing the annex. They have taken the inherent challenges in their stride, believing it 'the right thing to do' when the pupils could not find places at any other Enfield school. They are very knowledgeable about how well pupils are doing across both sites and about the quality of teaching. They visit regularly to find out first hand about the school's work. Governors know about the management of teachers' performance and make sure that pay rises are only awarded if they can be justified by pupils' good progress. They know how additional funding is spent and study its impact. They ensure that safeguarding arrangements are exemplary.

## 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>	102054
<b>Local authority</b>	Enfield
<b>Inspection number</b>	439487

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>	318
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fr Richard Knowling
<b>Headteachers</b>	Stefan Roos (consultant headteacher) Carol Sandercombe (acting headteacher)
<b>Date of previous school inspection</b>	29 April 2009
<b>Telephone number</b>	020 8804 1666
<b>Fax number</b>	020 8364 7533
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