

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>St Matthew's Church of England Primary School</b>			
Linkfield Lane, Redhill, Surrey, RH1 1JF			
<b>Date of inspection</b>	17 March	<b>Status of school</b>	Academy – inspected as Voluntary Aided SDBE Multi-Academy Trust
<b>Diocese</b>	Southwark	<b>URN</b>	144994
<b>Overall Judgement</b>	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	<b>Grade</b>	<b>Excellent</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Excellent</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Excellent</b>
<b>School context</b>			
<p>St Matthew's is a primary school with 406 pupils on roll. Around 40 per cent of pupils are of White British heritage with a wide range of other ethnic and language groups represented. Many pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above the national average, as is those who have special educational needs and/or disabilities (SEND). The school has a Special Needs Support Centre for 15 Key Stage 2 pupils (Sun Class) who have a diagnosis of autistic spectrum disorders.</p>			
<b>The school's Christian vision</b>			
<p>At St Matthew's School we aim to be outstanding in all we do. We have high educational expectations within a caring Christian community, so our children have successful futures.</p> <p style="text-align: center;">We aim high.      We encourage.      We have faith.</p> <p>This is rooted in a culture of love and respect, just like Jesus.</p>			
<b>Key findings</b>			
<ul style="list-style-type: none"> <li>• The Christian vision excellently underpins and drives the school's life and work. It is biblically grounded which focuses its strong emphasis on the importance of nurturing and extending the individual's God-given gifts and talents. Leaders at all levels are proactive in promoting the school's Christian underpinning for the good of pupils and their families. This leads to the curriculum being aspirational and supporting the academic and personal development of pupils, through well-focused approaches to their varying needs.</li> <li>• Through the vision pupils understand ways in which they can 'make a positive difference' through helping others. This is shown, for example, through their deep involvement with local and national charities but well focused international involvement is less in evidence.</li> <li>• Collective worship is excellent. It is engaging, reflective and thought provoking for both pupils and adults.</li> <li>• Religious education (RE) has a high priority with pupils and staff engaging deeply with it. It is excellently led, and it contributes effectively to the school's Christian vision and associated values. The implementation of concepts and approaches based on a national resource, Understanding Christianity, is underway. However, the scope of applying such approaches across the wider curriculum has not been focused on.</li> <li>• Links with the parish church are exemplary as school and church work closely for the good of the community.</li> </ul>			
<b>Areas for development</b>			
<ul style="list-style-type: none"> <li>• In order to refine practice, embed approaches focused on concepts and active learning within RE and share these effectively across other areas of the curriculum.</li> <li>• Enhance pupils' engagement with international issues so their appreciation of their ability to make a difference is addressed as strongly as it is locally and nationally.</li> </ul>			

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### **Inspection findings**

The school is highly inclusive and serves a diverse community. Its Christian vision and associated values are extremely well-known and lived out. The biblically based vision includes an emphasis on the Parable of the Talents which is effective in encouraging all to flourish through using and developing their varied God-given gifts. The school is not complacent and, drawing on its vision, it successfully strives for continued refinement and improvement. The school commendably nurtures pupils' personal and academic development, 'aiming high in order to bring out the best in everyone'. The associated values strongly express the vision. Both can be seen through the high quality and friendly relationships and excellent behaviour in evidence. Under the passionate and committed leadership of the headteacher, ably supported by her senior leadership team and all staff, the vision has been, and continues to be, central in driving its ongoing development and improvement.

Following Jesus' example and rooted in a deep-seated culture of love and respect, pupils are well-known and cared for within this welcoming community. This is reflected in the compassionate pastoral care and the open and mutually supportive relationship with parents and carers. The school's Sun Class, for pupils with a diagnosis of various types of autism, strongly demonstrates the inclusivity at the heart of the school. Their varying needs are well-considered whilst allowing them access to elements of the broader curriculum and experiences. They are suitably integrated into wider school life which enhances their development as well as that of their peers.

The school benefits from its membership of the diocesan MAT with whom it works in partnership, sharing expertise and insights. Indeed, the headteacher now champions SEND work within the MAT. Staff are supported exceptionally well professionally and personally for working within the school. They understand its Christian foundation and motivation very well and celebrate its positive impact on their work.

Links with its parish church are deeply embedded. The parish priest effectively supports the school's worship and pastoral life. He is an active member of the local governing board. The vision draws inspiration from a stained-glass window in the church building. Lay people are involved in listening to children read, through governance and in sustaining the school through prayer. These examples reflect how church and school work excellently together for the good of the local community. Positive links with the Diocese of Southwark are in place, including the local governing board having successfully undertaken the Bishop's Certificate of Governance recently. Monitoring and evaluation of current priorities and of the implementation and impact of the Christian vision and associated values are effective. The RE subject leader, who is also the deputy headteacher, successfully enhances RE within the school, locally and nationally through membership of various RE bodies. This positively enriches her excellent support for colleagues.

The vision drives the rich and well-rounded curriculum. It is aspirational and well-planned. It includes an excellent focus, for example, on the creative arts and physical education. Through it pupils are engaged, motivated and encouraged in their learning. It is delivered well and powerfully supports pupils' various learning needs. This means that there is effective help for pupils who are working at or towards greater depth. There is also detailed support for those with SEND or who speak English as an additional language. This reflects the school's exemplary focus on the individual's gifts and talents which pupils respond to strongly. It means that pupils make at least expected, and often accelerated progress, whatever their starting point. The curriculum is enriched through a range of extra-curricular experiences which are enjoyed and very well responded to by pupils. Pupils' spiritual development is enriched through focused opportunities across the curriculum, including in RE, and through the excellent worship programme.

Pupils' moral and social development are also strongly catered for. They are very well aware of issues of fairness, equality, justice and of their responsibility towards the natural world. They have wide-ranging opportunities to contribute to local and national charities and see this as part of following Jesus' example to make a difference. In an example of exemplary practice each term the school is linked with and fundraises for a charity with each class being linked with a specific charity. They respond positively to international need as it arises. In order to deepen understanding of international responsibilities, the school has rightly identified a longer-term link project in Kenya to be involved with.

Collective worship is inclusive, inspirational and relevant for the whole school community, 'It's part of who we are'. This means that pupils and adults benefit from and enjoy participating in the reflective and creative opportunities. Planning is detailed and responsive to needs and events as they arise. Bible stories, often linked to the vision and associated values, are strongly related to life within school and beyond. Thus, the relevance of faith in the world today is positively considered and responded to by pupils and adults. Through the varied programme,

pupils deepen their awareness of Christian beliefs and concepts and of significant events in the church calendar. The school community benefits from a range of worship styles, led by a variety of staff and visitors as well as pupils. Through the programme, pupils' appreciation of Christian beliefs and practices and of their own responses to spiritual and religious issues, whatever their faith position, are enriched. Monitoring and evaluation of worship is rigorous and used effectively to refine practice. Prayer and reflection are key elements of worship and impact on the school's wider life. It includes a lunchtime 'pop up' prayer activity, led by the vicar, which has proved so popular it is now offered in Key Stage groupings to manage the numbers effectively.

RE provides strong levels of support and challenge which pupils respond to excellently. Pupils value RE and see the subject's relevance in, 'helping you to think about important things about God and how to live'. Through excellently targeted and varied approaches pupils engage particularly deeply with RE. Clear assessment practice, following school protocols, regularly helps pupils to know the next steps in their learning. The RE curriculum is very well-balanced in addressing a range of world faiths. It draws effectively on and adapts appropriately diocesan guidance. It is beginning to embed approaches focused on concepts from Understanding Christianity, a national RE resource, so that learning is deepened. Open-ended questioning around concepts such as incarnation and resurrection enhance learning. The impact of Understanding Christianity approaches is evidenced through RE, but the scope of this conceptual approach is not linked across approaches to other subjects. The Trust and senior leaders ensure that RE has adequate time and resources.



**The effectiveness of RE is Excellent**

RE is given a prominent place within the school. Monitoring the quality of teaching and learning is effective in supporting and refining how RE is delivered. Teachers' confidence and engagement with the subject is excellent. Assessment is successfully used by teachers to refine approaches to learning. Attainment and progress are high and at least in line with other core subjects within the school. This demonstrates how RE contributes significantly to pupils' academic and personal flourishing.

Headteacher	Janet Lightfoot
Inspector's name and number	Pamela Draycott (161)