



## Teaching & Learning Review

**School:** St Matthew's Primary School - Redhill

**Date:** 14/02/2019

**Reviewer(s):** Luigi Leccacorvi (MAT Education Partner) & Martina Martin (SDBE Headteacher)

**Reason for School Review:**

The purpose of the review was to externally validate current school self-evaluation judgements and the quality of teaching and learning across the school.

**Development Points Identified by School prior to Visit:**

The school acknowledge that they have employed a number of new staff across the school over the past two years and that leaders are working hard to ensure that the continuing professional development, coaching and monitoring that has been provided by the school is leading to a consistency in standards that can be judged as 'good' overall.

<b>Teaching and Learning</b>	
<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Pupils were engaged throughout lessons and this meant that behaviour for learning was positive with very few pupils off task.</li> <li>• The reviewers evidenced examples of effective foundation subject teaching. This evidenced the school's capacity to provide a broad and balanced curriculum for its learners.</li> <li>• Early Years Foundation Stage, pupils were provided with a wide range of activities that supported progress against a range of the Early Learning Goals. This was also noticeable through the activities that had been set up within the outdoor classroom.</li> <li>• Leaders and staff have worked hard to ensure that the quality of teaching and learning at the school is consistent and of good quality. This was evidenced by visits to classrooms, noting improvements to the learning environment, discussions with leaders at the school, scrutiny of monitoring documents and looking at books.</li> </ul>	<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• To ensure that all learners are clear on their next steps once they have completed tasks.</li> <li>• Leaders to consider ways to develop reasoning in mathematics across the school.</li> </ul>
<b>Pupil Voice:</b>	
<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Pupils feel safe at the school and are proud to attend St Matthew's.</li> <li>• Pupils feel that their accomplishments are celebrated at the school. This was evidenced in a number of classes where pupils were able to share what they have achieved with peers and adults.</li> </ul>	<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Leaders could consider interviewing more-able learners across the school to establish their viewpoints on pitch and challenge.</li> </ul>
<b>Books and other Evidence</b>	
<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Progress was evident in the pupils' books that were viewed during visits to classrooms and during a 'book look'. This was especially strong in English across the school.</li> <li>• Books demonstrated a picture of progression as children moved through the school. Marking and feedback is effective as evidenced in the progress that pupils have made.</li> <li>• The school commits well to the broader curriculum and this was evidenced in the Learning Journey books.</li> <li>• The books demonstrated that key skills are being transferred across a range of subjects. A good example of this was high quality writing in RE and humanities.</li> <li>•</li> </ul>	<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• To ensure that standards of presentation are consistent in all classes across the school.</li> <li>• To continue to develop mathematical reasoning at the school.</li> </ul>
<b>Resourcing/Use of Adults</b>	
<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Pupils were confident using learning aids, such as dictionaries/targets on tables and knew how this would improve their learning.</li> <li>• Learning environments focused on age and subject specific vocabulary. This provided pupils with a good resource to use across a number of different curriculum areas.</li> </ul>	<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Develop systems within lessons so that pupils are able to independently progress with learning choices once they have completed tasks.</li> </ul>

<ul style="list-style-type: none"> <li>• Additional adults were used effectively across the school.</li> <li>• Intervention groups gave good value to the pupils that were attending. Staff designing these sessions were clear on how to structure the learning so that pupils were challenged respectively.</li> </ul>	
<b>Leadership and Management (including governors)</b>	
<p>Strengths:</p> <ul style="list-style-type: none"> <li>• Leaders have accurately self-assessed the school and are clear on next steps that will lead to future improvements.</li> <li>• The school has developed a strong leadership team.</li> <li>• All leaders speak very clearly and favourably about the journey of improvement that the school has been on since the last inspection.</li> <li>• Staff feel that leaders consider their emotional well-being at the school and this is evidenced through support available. Leaders are aware that staff have been under pressure and are keen to make sure that the team are supported well.</li> <li>• Leaders feel that they are well supported by the SDBE MAT and that this relationship has developed the school's capacity to improve. The school feel valued and respected within the MAT and welcome the challenge that it provides.</li> </ul>	<p>Next Steps:</p> <ul style="list-style-type: none"> <li>• For foundation subject leaders to continue to work alongside core leaders so that they are able to articulate standards and next steps within their respective subject areas.</li> </ul>
<b>Overall Strengths:</b>	
<ul style="list-style-type: none"> <li>• On the basis of this visit, school self-evaluation is accurate. Leaders and staff at the school are committed to serving their school community. This was evidenced through visits to classrooms, interviews with staff and governors and with pupils.</li> <li>• All leaders (including governors) spoke very favourably about the positive change that has taken place at the school since the last inspection.</li> <li>• The visits to classrooms alongside evidence within the books demonstrate that pupils across the school are making good progress in their lessons. Practitioners were able to provide pupils with the knowledge and skills that are appropriate for their age range and create a climate in which learners at St Matthew's are able to succeed.</li> <li>• Pupils across the school are happy, focused on their learning and are keen to make improvements. They are respectful to each other and to adults at the school. Pupils speak very favourable about their school and are proud to attend St Matthew's.</li> <li>• The school has demonstrated good capacity to develop consistency across learning environments.</li> </ul>	
<b>Overall Development Points:</b>	
<ul style="list-style-type: none"> <li>• School leaders to support staff members so that the level of consistency around the school develops even further. This could be through leaders continuing to model required practice at the school.</li> <li>• To ensure that all learners are clear on their next steps once they have completed tasks.</li> <li>• School to consider ways to develop reasoning at the school. Although steps have already been taken to develop this area, an accelerated focus could further develop challenge for all learners and in turn, increase the levels of greater depth across the school.</li> </ul>	