

Inspection of St Matthew's CofE Primary School

South Street, Enfield EN3 4LA

Inspection dates: 11 and 12 July 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are happy and kept safe at St Matthew's. They enjoy warm and trusting relationships with each other and the adults who know them well. This is a small school where pupils benefit from a strong sense of community underpinned by an embedded Christian ethos and values. For example, pupils participate in a daily collective act of worship, and a weekly singing assembly, which brings the school community together.

Pupils play well together at lunchtime and breaktime, and positive behaviour in lessons ensures learning is not disrupted. Pupils understand the rewards and consequences systems in place and consider them to be fair and right. Pupils feel comfortable to express their opinions and to take appropriate risks. Pupils are expected to work hard and contribute to lessons. They produce work of good quality that shows they are keen to do well.

Key events are celebrated, including World Book Day, 'Storytelling Picnic' and culture days. Older pupils attend residential visits to support their independence and transition to secondary school. Pupils make a positive contribution to their community through raising money for local charities.

What does the school do well and what does it need to do better?

The curriculum is ambitious and covers the scope and breadth of what is expected nationally. In some subjects, what pupils should learn, and when, has been carefully considered. In these instances, pupils embed important ideas that help them to tackle more complex concepts later. For example, in science, pupils observe the effect differing amounts of light and water have on how well plants grow. This supports older pupils to understand the processes of pollination, fertilisation, seed dispersal and germination.

However, in some subjects, the important knowledge, vocabulary and skills leaders expect pupils to learn have not been as clearly identified. In these subjects, pupils do not develop as deep an understanding of the core ideas they will need for future learning. Newly appointed subject leaders recognise this, and have started work to refine the curriculum.

Leaders are ambitious for pupils with special educational needs and/or disabilities. Teachers are skilled at adapting tasks and activities so that pupils access the same curriculum as their peers where possible. Teachers typically have good subject knowledge. They regularly check that pupils understand what they have learned and correct any errors or misconceptions swiftly.

Leaders have focused on developing pupils' spoken language. From early years onwards, pupils express themselves well, using appropriate language and subject-specific vocabulary. For example, when describing their artwork, pupils use words such as 'layering', 'wash' and 'vibrancy' to explain the watercolour techniques they

have used. Leaders have ensured that reading is prioritised. Staff have been well trained to implement the new phonics programme with consistency and precision. Leaders regularly check pupils' reading. Anyone falling behind is quickly identified, and effective interventions are used to help them catch up.

Leaders have high expectations of pupils' behaviour. They praise pupils when they make good choices. Pupils are polite and kind. They interact well with each other and adults. They listen to instructions and do their best in lessons.

Christian values permeate through the school. Regular links with the local parish support pupils to understand local community. Pupils respect and celebrate other religions. They are taught to challenge discrimination and prejudicial language. The curriculum is enriched through visits into the community. Pupils participate in additional activities that enable them to develop their talents and interests, in areas such as gardening, crafts and sports.

Leaders, including those responsible for governance, have supported staff well through recent changes. Staff enjoy working at the school and feel leaders are considerate of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured there is a strong culture of safeguarding. Staff receive regular training and updates. They know pupils and their families well so are alert to any changes that might indicate a risk to a pupil's welfare. Any such concerns are reported immediately. Leaders respond and act appropriately. They have built effective partnerships with external agencies to provide support for pupils and families in need of help.

Pupils are taught how to stay safe online and how to maintain their physical and mental health, as well as how to understand what constitutes safe and respectful relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the important component knowledge pupils need to learn and remember has not been precisely identified. In these subjects, pupils do not consistently secure the depth of understanding needed to be fully prepared for more complex learning later. Leaders should ensure they identify what they expect pupils to learn and remember in each subject. This will better support teachers and newly appointed subject leaders to focus on introducing and embedding the most important ideas with confidence and consistency.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102054
Local authority	Enfield
Inspection number	10268877
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	The governing body
Chair of governing body	Amanda McIntyre and Deborah Dykins (Co-Chairs)
Headteacher	Rebecca Harris
Website	www.stmatthews-enfield.co.uk/
Date of previous inspection	30 January 2018, under section 8 of the Education Act 2005

Information about this school

- The school is a Church of England school, sponsored by the London Diocesan Board of Schools. The last section 48 inspection of the school was in December 2021.
- There is a daily breakfast and after-school club managed by the school.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspection team completed deep dives in these subjects: early reading, mathematics, art and history. To do this, they met with subject leaders, visited

lessons, had discussions with staff and pupils and looked at samples of pupils' work.

- Inspectors also considered the curriculum in other subjects.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and their priorities for improvement.
- Inspectors met with senior leaders, a selection of subject leaders, teachers and the safeguarding and attendance officers.
- Inspectors met with those responsible for governance, including the co-chairs of the governing body. Inspectors also spoke with a representative from the local authority and the diocese.
- The inspection team reviewed the arrangements for safeguarding by reviewing records and through discussions with leaders, staff and pupils. The views of pupils, parents and staff were considered through discussions and looking at information collected from Ofsted's online surveys.

Inspection team

Una Buckley, lead inspector	His Majesty's Inspector
Paul Jackson	Ofsted Inspector
Amanda Ruthven	Ofsted Inspector

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