

# St Matthew's CofE Primary School and Nursery

## Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 107303           |
| <b>Local Authority</b>         | Bradford         |
| <b>Inspection number</b>       | 356133           |
| <b>Inspection dates</b>        | 7–8 October 2010 |
| <b>Reporting inspector</b>     | Carmen Markham   |

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 controlled                              |
| <b>Age range of pupils</b>                 | 3–11  |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 469   |
| <b>Appropriate authority</b>               | The governing body                                |
| <b>Chair</b>                               | Mr Phil Ward                                      |
| <b>Headteacher</b>                         | Mrs Patricia Idle                                 |
| <b>Date of previous school inspection</b>  | 19 September 2007                                 |
| <b>School address</b>                      | Mayo Avenue<br>Bradford<br>West Yorkshire BD5 8HT |
| <b>Telephone number</b>                    | 01274 731693                                      |
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|--------------------------|------------------|
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## Introduction

The inspection was carried out by four additional inspectors. The inspectors visited 18 lessons and observed 17 teachers. Inspectors spoke to pupils about their learning and looked at learning in lessons and in pupils' books. The inspectors held meetings with governors, staff and groups of pupils and spoke formally to a group of parents and carers. They observed the school's work, and looked at the school improvement plan, school policies, safeguarding documents and details of the progress made by pupils. The responses to 206 questionnaires from parents and carers, and those from pupils and staff were scrutinised.

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

- How accurate is the assessment of the children in the Early Years Foundation Stage?
- What are the reasons for pupils attaining lower results in mathematics and science than in English?
- How accurate and rigorous is the school's own evaluation of its performance?
- How successful is the school in improving pupils' attendance?

## Information about the school

St Matthew's CofE Primary is a large school compared to similar primary schools. It serves an ethnically mixed community where the proportion of pupils from minority ethnic backgrounds is well above the national average. The proportion of pupils who speak English as an additional language is well above average and so is the proportion of pupils known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is also above the national average. The staffing in school is very stable but the school has managed many major changes in recent years, the most significant is the growth of the school and the high mobility of the school population. The school holds a number of awards, including Investors in People and Investors in Pupils. The school manages a daily breakfast club.

**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?**

**2**

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

**2**

## Main findings

St Matthews is a good school. It makes good provision for its pupils who thrive in a safe and well-ordered environment. All groups of pupils, including those in the Early Years Foundation Stage and those with special educational needs and/or disabilities, make good progress and achieve their targets. Staff are rigorous in ensuring that the pupils can attain their potential in accordance with the school's mission statement. The school's provision for inclusion is outstanding. Pupils' spiritual, moral, social and cultural development is also outstanding as all pupils work together harmoniously and respect each others' cultures and beliefs. This outcome of the school's provision is the essence of the school and at the heart of all its work.

Attainment by the end of Year 6 is average. English is above the national average, while mathematics and science are average. Teaching is good overall and some outstanding and original teaching was seen. However, in a few classes pupils are not sufficiently involved with their own learning to gain the practical skills required in mathematics and science. In Year 1 teaching is too formal to fully engage young pupils who have happily engaged with a play-led curriculum in the Early Years Foundation Stage. Attendance has improved and the school ensures that pupils who have been absent are well supported so that their progress is not affected. Nevertheless, attendance in school is fragile and its improvement remains a priority as there are a small number of parents who do not understand the importance of regular school attendance.

The headteacher, her leadership and management team and the governors are fully committed to achieving the very best for their pupils and the school community. The school has been expertly led and managed during a long period of ongoing change. Parents recognise and praise the sensitive and efficient way that change has been managed while maintaining good quality education. This has been achieved by a thorough and accurate evaluation of the school's strengths and areas for development followed by rigorous action planning coupled to high expectations. This demonstrates the school's good capacity for further sustained improvement.

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

- Improve attendance by tackling the persistent absence of some pupils and ensuring that all parents and carers understand the importance of their children attending school regularly.
- Improve the performance of pupils in Year 1 by:
  - continuing to use the approach to learning of the Early Years Foundation Stage for the pupils who are not ready for a more formal curriculum

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- keeping parents and carers better informed about transition arrangements.
- Raise attainment, particularly in mathematics and science, by improving the consistency of teaching, particularly with regard to ensuring that pupils are fully engaged in their learning.

## Outcomes for individuals and groups of pupils

2

Almost all pupils enjoy school and have positive attitudes to their learning. In all but a small number of lessons in mathematics and science, pupils are increasingly active and involved in their learning. They enjoy working in groups and cooperating together on areas of enquiry. They respond particularly well to visits and to visitors. The school has a broad range of partnerships which provide pupils with new experiences and opportunities. These are especially valuable for gifted and talented pupils and pupils with special educational needs and/or disabilities who perform well. Pupils want to learn. This was seen in all lessons and is reflected in the increasing number of pupils who attain the higher levels in English. All groups of pupils make good progress as their needs are met. There is little difference between the performance of boys and girls by the end of their primary education.

The majority of children start the Nursery with well below age-related expectations. They make good progress in the Early Years Foundation Stage but enter Year 1 below average in literacy, numeracy and personal development skills. These pupils are not ready for the more formal approach to learning in Year 1 and make satisfactory progress until Year 2 when their learning accelerates due to a more appropriate curriculum. They start Year 3 a little below average, particularly in writing, but their rapidly improving knowledge of English and developing language skills enable them to make more rapid progress so that by the end of Year 6 their attainment is above average in English and average in mathematics and science. They also have good skills in information and communication technology (ICT).

Pupils' outstanding spiritual, social and cultural development makes a strong contribution to their personal development. They care for each other and work well together so they behave well and feel very safe in school. Pupils understand how important it is to adopt healthy lifestyles and their attendance at sporting and health-related activities is impressive. Pupils play a full part in the school community by applying for and undertaking roles of helpers and buddies and through the school council. They support the local community through their involvement in road safety activities and by helping to keep the area clean. Recently they have worked hard to support the flood relief appeal in Pakistan. This work has done much to develop skills that contribute to their future economic well-being. This is also enhanced by well-developed skills in literacy and ICT and by the very varied enterprise projects that the school has undertaken through the curriculum in partnership with external organisations.

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*These are the grades for pupils' outcomes*

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

<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

## How effective is the provision?

Teachers have high expectations; they plan well for lessons and ensure that they meet the needs of all pupils. They make very good use of skilled teaching assistants who provide good support in classrooms and lead lively and practical activities during work in small groups. The quality of teachers' questioning is a real strength. Teachers know pupils very well and target appropriate questions to them. Lessons usually engage pupils effectively in practical work and in paired discussions but there is some lack of consistency. In the few lessons that are satisfactory, pupils are not sufficiently involved in their own learning. Resources are carefully planned and used to good effect and the use of drama enhances learning in many lessons. Teachers ensure that pupils know how to learn and that they know their targets and what is expected of them. Their work is usually marked carefully with helpful comments that pupils understand. Relationships are excellent and rewards are used to inspire and motivate pupils to learn.

The curriculum is developing effectively, with a topic-based approach to secure cross-curricular links that engage the interest of pupils. It enables basic skills, including literacy, numeracy and ICT, to be applied in a variety of contexts, for example, in work on houses and homes. Specialist days and workshops, like the Shakespeare day, provide a depth of experience. Careful curriculum planning makes these experiences available to all pupils. The curriculum is further enriched by the local schools area partnership and other providers. This includes residential experiences and art, music and sport events for gifted

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pupils. Through this approach pupils also learn about, and develop, the skills of enterprise. The new curriculum is increasing the pace of learning in all subjects and particularly in English, mathematics, science and ICT.

The school's welcoming environment and the breakfast club provide a safe and positive start to the school day. There are rigorous systems to care for pupils and the school makes good provision for their personal development and well-being. A significant strength is the effective deployment of good specialist staff, resources and outside agencies to ensure that vulnerable pupils and all those with special educational needs and/or disabilities are well supported and guided. Strategies to encourage regular attendance are becoming increasingly effective and attendance is improving. However, a small group of pupils continue to have poor attendance. Good transition arrangements prepare children well for their entry into the school's Early Years Foundation Stage and for their move to secondary school. However, parents and carers feel that children are less well prepared for their transition from Reception to Year 1.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>The use of assessment to support learning  | 2        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>2</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>2</b> |

## How effective are leadership and management?

The headteacher has ensured that the school's ambitious vision for school success has been shared with all members of the school community. The school development plan is the work of staff and governors and it is driven by the vision for inclusion and for all to attain their potential. The senior leadership team has been reorganised to support the implementation of this ambitious vision. Meanwhile, loyal and supportive governors have improved their knowledge and understanding of education so that they have the skills to support the process of change very effectively. Staff morale has remained high throughout a long period of change and the confidence of parents and carers has been retained.

Parents and carers are valued partners in their child's education and many workshops and a parent forum have helped them to understand changes in education so that they can help their children. Target-setting for pupils has been rigorous and good work with a range of external partners has helped the school to maintain the good progress of pupils despite high pupil mobility and change. Teachers have been well supported in developing new skills, although the specific areas identified for individual teachers, where they need to improve their teaching, have occasionally lacked rigour. Safeguarding is good as provision is monitored well and the school goes beyond requirements in ensuring the suitability of staff and volunteers. Child protection arrangements are exemplary. The school is rigorous in its promotion of equality of opportunity and the tackling of discrimination; therefore, the outcomes for pupils and their experiences are very positive.

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There is very little difference between the outcomes for groups of pupils. Rare examples of inequality are tackled exceptionally well. Good promotion of community cohesion supports this inclusive school. This is well planned and developed but currently does not look sufficiently beyond the local community except in terms of fund-raising.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>2</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 2        |
| <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>2</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>2</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>1</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>2</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>2</b> |

## Early Years Foundation Stage

Most children enter the Nursery with skills and knowledge that are well below age-related expectations. When they leave the Reception class they are below average in areas linked to literacy, numeracy and personal development but average in all other areas. Children make good progress in their learning because teaching and support are good. Staff put a clear emphasis on speaking and listening skills through skilful questioning, discussions and the use of rhymes. Lessons are well planned to meet individual needs and relationships are strong. The varied range of good quality resources and activities engage children's interest and curiosity. Outdoor play is used effectively but there are too few opportunities to promote children's physical development. Teaching assistants give well-targeted support to lower ability children and those who speak English as an additional language. Children are happy and settled in a safe and secure environment. They play together happily and share resources. Good use of praise helps all children to feel valued.

Leadership and management are good, with all staff working and planning together. They have a secure knowledge of Early Years Foundation Stage requirements. Assessment systems are rigorous in monitoring children's progress. Assessment information is used to plan the next steps to meet each child's needs. Children settle well into school routines because of good induction procedures. A good range of workshops help parents to support their child's learning at home. Parents and carers speak positively about the friendly, approachable staff that care for their children.



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

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>2</b> |
| Taking into account:   | 2        |
| Outcomes for children in the Early Years Foundation Stage                          | 2        |
| The quality of provision in the Early Years Foundation Stage                       | 2        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2        |

## Views of parents and carers

The percentage of parents and carers who responded to the questionnaire was above average. Those who responded were overwhelmingly positive about the school. Discussions were also held with parents and carers in school and in several instances on the telephone. These discussions were very positive with parents and carers frequently praising the quality of the school's leadership and management and also the very inclusive environment where pupils from many cultures and traditions play and learn confidently together. Parents and carers said that their children make good progress, behaviour is good and parents and carers are kept well informed about their children's progress. However, those with younger children would have liked more information about transition from the Reception class to Year 1.

Relatively few parents and carers wrote any comments. Several parents and carers expressed their delight at the quality of the provision for the children who had special educational needs and/or disabilities. Typically, parents and carers write that, 'This is an excellent school with a happy and caring atmosphere. It is a lovely place for any child to be. Learning standards are high and teachers at this school are very good.'

A very small minority expressed concerns about the school not managing unacceptable behaviour well. Inspectors could find no evidence of this and overall the majority of parents and carers responded positively to this question. Several parents and carers commented about concerns about the Year 1 curriculum. The team agree with this view and have asked the school to look at how they can improve children's learning in Year 1 and keep parents better informed about the transition from Reception.

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

Ofsted invited all the registered parents and carers of pupils registered at St Matthew's CofE Primary School and Nursery 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 206 completed questionnaires by the end of the on-site inspection. In total, there are 469 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 100            | 49 | 49    | 24 | 3        | 1 | 1                 | 0 |
| The school keeps my child safe  | 104            | 50 | 50    | 24 | 2        | 1 | 3                 | 1 |
| My school informs me about my child's progress  | 88             | 43 | 43    | 21 | 13       | 6 | 0                 | 0 |
| My child is making enough progress at this school   | 73             | 35 | 35    | 17 | 9        | 4 | 0                 | 0 |
| The teaching is good at this school   | 100            | 49 | 49    | 24 | 11       | 5 | 0                 | 0 |
| The school helps me to support my child's learning  | 93             | 45 | 45    | 22 | 11       | 5 | 1                 | 0 |
| The school helps my child to have a healthy lifestyle   | 90             | 44 | 44    | 21 | 10       | 5 | 3                 | 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) | 68             | 33 | 33    | 16 | 10       | 5 | 2                 | 1 |
| The school meets my child's particular needs  | 63             | 31 | 31    | 15 | 12       | 6 | 2                 | 1 |
| The school deals effectively with unacceptable behaviour  | 76             | 37 | 37    | 18 | 11       | 5 | 4                 | 2 |
| The school takes account of my suggestions and concerns   | 58             | 28 | 28    | 14 | 10       | 5 | 3                 | 1 |
| The school is led and managed effectively   | 79             | 38 | 38    | 18 | 5        | 2 | 3                 | 1 |
| Overall, I am happy with my child's experience at this school   | 95             | 46 | 46    | 22 | 3        | 1 | 0                 | 0 |

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 all 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

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 58  | 36   | 4            | 2          |
| Primary schools      | 8   | 43   | 40           | 9          |
| Secondary schools    | 10  | 35   | 42           | 13         |
| Sixth forms          | 13  | 39   | 45           | 3          |
| Special schools      | 33  | 42   | 20           | 4          |
| Pupil referral units | 18  | 40   | 29           | 12         |
| All schools          | 11  | 42   | 38           | 9          |

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.**



11 October 2010

Dear Pupils

**Inspection of St Matthew's CofE Primary School and Nursery, Bradford BD5 8HT**

I would like to thank you for making my colleagues and me so welcome when we came to inspect your school. A special thank you goes to the pupils who gave up some of their time to talk to us about their work and interesting activities in school.

In your discussions with inspectors you said that St Matthew's is a good school and we agree with you. The headteacher and all the staff work hard to make sure that teaching is good and you are well cared for so that all pupils from the Nursery class to Year 6 make good progress. By the end of Year 6 your attainment is above average in English and average in mathematics and science. Your behaviour is good; you all feel safe in school and know how to stay healthy. We were very impressed by how well you get on together and how you are so interested in each others' beliefs and traditions. We think that your spiritual, moral, social and cultural development is outstanding. We also think you are very lucky to have so many exciting clubs and activities during lunchtime and after school.

One of the reasons for our visit was to see how your school can improve. Therefore, we have asked your school leaders to:

- help the small number of pupils who do not attend school regularly to improve their attendance
- ensure pupils in Year 1 have more fun in lessons so that they can learn more
- help teachers to involve you more in numeracy and science lessons so that you can do even better.

Yours sincerely

Carmen Markham  
Lead inspector

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