

St Matthew's Church of England Aided Primary School

Inspection report

Unique Reference Number	108047
Local Authority	Leeds
Inspection number	356295
Inspection dates	6–7 July 2011
Reporting inspector	Ronald Cohen

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	405
Appropriate authority	The governing body
Chair	Mrs Jackie Claxton-Ruddock
Headteacher	Mrs Heather Lacey
Date of previous school inspection	5 December 2007
School address	Wood Lane Leeds West Yorkshire LS7 3QF
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Introduction

This inspection was carried out by four additional inspectors. Inspectors visited 18 lessons, involving 14 teachers, and held meetings with representatives of the governing body, staff, parents and carers, and groups of pupils. Inspectors also looked at a range of documents, including the school's policies on safeguarding, minutes of governing body meetings, the most recent local authority evaluations and an extensive sample of pupils' work. They analysed 145 responses to questionnaires, from parents and carers, together with those from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well children make progress in the Early Years Foundation Stage.
- How well all pupils are learning and progressing in mathematics and English, particularly in writing.
- Whether teaching is consistently effective across the school.
- How effective leaders and managers have been in taking measures to improve the school.

Information about the school

The school is well above average in size when compared to other primary schools. The proportion of pupils from minority ethnic backgrounds is well above average. Pupils from Black Caribbean and other African backgrounds form by far the largest cohorts amongst the pupils from minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils with special educational needs and/or disabilities is average, but the proportion with a statement of special educational needs is below average. A new headteacher took up post in January 2010. The school has achieved Healthy School and International School status.

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

This is a good school, in which pupils make good progress. The school provides an outstanding caring and supportive environment. Pupils feel happy and safe in the school because of the excellent relationships and good safeguarding arrangements, and consequently they enjoy school. As one said, 'School is great to be in because it's friendly and teachers are nice. We have fun but we also learn lots of new things'.

Pupils know well how to keep healthy and fit, and they are well behaved and courteous. Attendance is above average.

Pupils' spiritual, moral, social and cultural development is outstanding. The faith ethos of the school underpins a strong tradition of respect, tolerance and care, both in and beyond the school. The school has had particular success in establishing with the pupils the theme of 'wider community' and has outstandingly promoted the sense and practice of community cohesion.

Pupils' achievement is good. The large majority of children start school with skills that are below those expected for their age. They get off to a good start in the Early Years Foundation Stage. By the end of Year 6, pupils make good progress from their starting points and their attainment is broadly average and improving. Attainment in writing, however, continues to lag a little behind that in mathematics and reading. A particular weakness in pupils' writing is their lack of use of extensive vocabulary.

The curriculum is good. It is well organised and imaginative and pupils' learning is enriched by many exciting in-school activities, as well as a range of visits and visitors. Teaching and learning are good overall. Some lessons observed during the inspection were outstanding and the majority were good. A small minority of lessons is, however, no better than satisfactory. Here, the challenge for pupils and the opportunities for independent learning are less pronounced than in the better lessons. Moreover, in these lessons, teachers' do not always use the available opportunities to assess pupils' work in order to plan for their future learning.

The school is well led by the headteacher, who is well supported by the deputy headteacher and the recently strengthened senior management team. Morale is high and teamwork is strong. The knowledgeable and challenging governing body is systematically involved in evaluating the school to hold it to account in all areas.

An embedded tracking system, based securely on the analysis of pupils' learning and progress, helps teachers check regularly how pupils are doing. Development planning is sharply focused and self-evaluation accurate and robust. As a result, the school gives good value for money, and demonstrates good capacity for sustained improvement.

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What does the school need to do to improve further?

- Raise attainment in English and particularly in writing, by:
 - formalising opportunities for pupils to acquire a more extensive vocabulary when they are reading, speaking or listening, in order to improve their writing.
- Ensure that the quality of teaching and learning is consistently good in all lessons, and across all phases of the school by:
 - planning and implementing strategies which give pupils opportunities to
- become more quickly and more fully involved in active independent learning
 - capitalising more on opportunities in all lessons to assess pupils' learning in order to meet all pupils' needs
 - making it clearer to pupils how they can improve when assessing and marking their work.

Outcomes for individuals and groups of pupils

2

Pupils achieve well and enjoy their learning in lessons. Pupils make good progress from below typically expected attainment when they enter the school. However, progress slows in some lessons, particularly in Key Stage 1, when pupils are not actively engaged in their learning. Pupils' improving attainment and their good progress was exemplified in a lesson in which they studied cartoons depicting stories from Greek mythology. Pupils were not only able to analyse the story and its main points, but also identified the appropriate genre in which the story was told.

Pupils with special educational needs and/or disabilities make good progress largely because of the good additional support they receive. Pupils who join the school part-way through their primary education, and who often come with well below average attainment, make especially good progress. However, some higher attaining pupils are not always challenged sufficiently to extend their learning. In the past, many Black Caribbean pupils underperformed. As a result of the school's effective action these pupils are now making much better progress.

The school's ethos underpins the good behaviour and relationships between pupils and adults which make the pupils act with kindness to others, and to have a clear respect for cultures other than their own. Their positive attitudes and good behaviour contribute strongly to their good progress.

Pupils make a good contribution to the school and local community through, for example, being members of the school council, by acting as playground buddies, and by helping to organise 'Education Sunday', a church celebration service for and of the school. Pupils also engage in identifying local businesses and gleaning contributions from them for the School Fayre. Pupils have good understanding of how to lead a healthy lifestyle. They say they are safe and secure in the school and they are aware of when and where dangers might occur.

Pupils' spiritual, moral, social and cultural development is outstanding. Pupils' reflective, social and empathetic skills are encouraged in many aspects of the curriculum, but were most poignantly displayed in pupils' response to a feature of their geography curriculum. The pupils were studying 'world weather' systems. They had created a replica Bangladeshi

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village from recycled materials in large paddling pools in their classrooms. These were then partially destroyed by water being poured on them, as if in a flood. The pupils showed great empathy, which manifested itself in a number of positive actions, including the involvement in charitable activities, and the composing of songs.

Although their academic skills, particularly in writing, are not quite as well developed, older pupils especially are acquiring a range of relevant life skills, including in information and communication technology (ICT), and their ability to cooperate and learn independently. These factors together with their good attendance and punctuality prepare them well for the next stage of their education and their future economic well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ 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?

Teaching and learning are good overall. Teaching quality varies between outstanding and satisfactory, with the vast majority of lessons seen being well taught, enabling pupils to make good progress. Throughout the school, relationships are good and pupils respond well to the praise and rewards they are given. Skilled teaching assistants provide a variety of good support to pupils who require help to make progress. In the majority of lessons, there is an emphasis on developing language skills and this is achieved very effectively through good questioning by teachers and the extensive use in most classes of collaborative work in pairs and groups. However, on occasion opportunities are missed to develop and extend the range of pupils' vocabulary.

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Pupils respond very well to opportunities that provide them with the skills to be independent learners, but in a few lessons, especially in Key Stage 1, learning is less active. In the most effective lessons, the use of directed questioning develops pupils' thinking successfully. In these lessons, pupils know what they need to do to make good progress. Moreover, where marking is good, pupils are using their targets and responding positively to their teachers' helpful guidance to review and improve their work. However, these practices are not consistently applied across the school.

The curriculum is effective and meets the needs of the school community well. It ensures that pupils' basic skills including literacy, numeracy, problem-solving and ICT are the central focus of learning. Through topic work, and the sensible use of blocking time, which is being embedded across the school, these skills are applied effectively in a variety of contexts across the curriculum. A range of good partnerships help to enrich the curriculum and make strong contributions to pupils' personal and academic development. For example, the involvement with the Primary Afro-Caribbean Excellence (PACE) organisation is making a difference. It is used with pupils from Black Caribbean backgrounds, to raise their self-esteem and confidence, and to encourage a 'can do, can succeed' mindset. Its success is demonstrated by these pupils' greater involvement in all school matters, with positive results evident in both their academic and personal development.

This is a remarkably caring school. Pupils are supported and nurtured extremely well throughout their time in school. Excellent systems are used to identify underachievement and provide early intervention and good support for the very large group of pupils with special educational needs and/or disabilities. There are very good procedures which aid transition into, and from, the school. Excellent care, guidance and support, particularly for those pupils whose circumstances make them potentially most vulnerable, ensure that pupils stay safe, that their behaviour is good and that everything possible is done to promote and improve attendance.

Several parents and carers commented on this caring aspect of school. The following comment typifies the parents' and carers' responses to the school's ethos. One wrote, 'Our child loves coming to school. St Matthews is a warm, caring school, where my child is flourishing and is continuing to become a wonderful human being'.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leadership and management are good. The headteacher has a very clear vision of the purpose and direction of the school. She is fully supported in her vision by the deputy headteacher, members of her senior leadership team, staff and the governing body. This

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strength of leadership has created a very purposeful community where all are ambitious for the school's success. Data concerning pupils' progress is carefully monitored by managers and teachers to ensure that any underachievement is addressed. The school's engagement with parents and carers is good and is continuing to strengthen. This is borne out by parents' and carers' positive comments which are typified by one parent who wrote, 'The whole school ethos is outstanding and fosters a happy, caring atmosphere that promotes family and community values...It's an informative school which keeps us in the loop...I have nothing but praise for the school'.

The governing body is very supportive of the school. It is well organised, knows the strengths and weaknesses of the school, and understands the challenges and opportunities it faces. Safeguarding procedures are good and fully meet requirements. Collaborative working with key agencies to ensure pupils' safety and their excellent care, guidance and support, is good and effective. Equal opportunities are embedded well in the school's way of life, an aspect which pleases parents and carers very much. The way in which the gap between Black pupils' performance and that of other pupils in the school has been narrowed is testament to the school's determination to provide equality of opportunity. Discrimination is not tolerated; pupils are helped very well to understand how to treat others. The school's provision for community cohesion is outstanding. This provision is based on the in-depth knowledge of the local community which the school has compiled. It means that the school engages with the local and wider community in a well thought out strategy, which it has drawn up based on its knowledge. This emanates from 'the harmonious school community' in which pupils from different cultures get on well and learn about the heritage of others.

The emphasis on community cohesion has led to many practical and interesting different activities in which the pupils and staff have engaged. Locally, pupils join in arts festivals, maintain allotments, and participate in cultural evenings which celebrate the diversity of the community. Nationally, they visit different communities, of different backgrounds and cultures from their own. Their global projects in India and Africa, have contributed to the school's gaining International School status.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

When they enter the school in the Reception class, children's starting points are below those expected for their age. Children make good progress across the Early Years Foundation Stage, and many are working towards or within the learning goals for their age by the time they reach Year 1. The development of personal qualities and behaviour are particular strengths. Good teaching and high quality welfare provision, in a welcoming environment, ensure that children quickly feel secure and happy and they obviously enjoy their learning.

Activities are led by children's interests so that engagement is high and skills of problem solving and perseverance are developed well. Such activities are complemented by activities led by staff, and this ensures that learning takes place in all situations, and re-enforces good progress. Indoor resources and the outdoor environment are used well to extend learning. Adults have a good knowledge of how young children learn. Assessments and observations are well embedded to track children's progress.

The setting is well led by the Early Years Foundation Stage coordinator, whose expertise contributes well to the good start that children receive to their education. All teachers and support staff work well together to ensure children's good progress.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
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 is about average. Overall, responses are very positive about the school and the inspection endorses these views. A small number of parents and carers were concerned about their children's progress. The inspection found progress to be good overall but that there were times when it slowed and this has been explained in the report. Of the small number of parents and carers who opted to write additional comments, these were divided between those who were happy with the school and those who had some concerns. A small minority of parents and carers had concerns regarding bullying and the quality of the school's communications with them. Inspectors saw no evidence of bullying during the inspection, and in discussion with pupils, they all agreed that they were very safe in school. They all affirmed that, on the very rare occasions when potential actions by some pupils might cause concern for others, teachers dealt with it rigorously and effectively. Inspectors judge that the school has good systems for communicating with parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Matthew's Church of England Aided Primary School 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 145 completed questionnaires by the end of the on-site inspection. In total, there are 405 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	86	59	56	39	3	2	0	0
The school keeps my child safe	80	55	60	41	3	2	1	1
My school informs me about my child's progress	42	29	82	57	14	10	6	4
My child is making enough progress at this school	49	34	74	51	14	10	6	4
The teaching is good at this school	53	37	81	56	6	4	4	3
The school helps me to support my child's learning	38	26	81	56	17	12	4	3
The school helps my child to have a healthy lifestyle	46	32	88	61	4	3	3	2
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)	42	29	71	49	7	5	4	3
The school meets my child's particular needs	50	34	78	54	11	8	2	1
The school deals effectively with unacceptable behaviour	35	24	81	56	14	10	8	6
The school takes account of my suggestions and concerns	34	23	84	58	13	9	5	3
The school is led and managed effectively	41	28	81	56	10	7	8	6
Overall, I am happy with my child's experience at this school	58	40	75	52	7	5	5	3

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



10 July 2011

Dear Pupils

Inspection of St Matthew's Church of England Aided Primary School, Leeds, LS7 3QF

Thank you for being so friendly and talking to the inspectors when we visited your school recently to find out how well you are learning. We very much enjoyed being in your school, visiting your lessons and listening to what you had to say. Many of you told us that you like your school very much and believe that you go to a good school. We are pleased to say that we agree with you! There are lots of things that are really good about your school. We especially like the friendly atmosphere and the way in which staff take very good care of you so that you feel safe and happy. You behave well in lessons and around the school, and work hard. You know about the importance of staying healthy and keeping safe. We judge that most teaching is good, which helps you make good progress.

We have asked your headteacher, teachers and the governing body to ensure that:

- when you are reading, speaking and listening, teachers ask you to note all the 'wow' words that come up, and then make sure you learn them so you will use more exciting vocabulary in your writing
- all lessons give you opportunities to do more things by yourselves
- in all lessons for teachers to carefully notice how well you are getting on with your work so that in the next lessons they can set tasks that are just right for you
- marking always helps you to know exactly what you have to do to improve your work, or to reach the next level.

Thank you again for being so helpful when we inspected your school. I know that you will continue to work hard and enjoy lessons as you have done this year. Best wishes for your future.

Yours sincerely,

Ronald Cohen
Lead Inspector

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