

St Matthew's Church of England Primary School

Church Road, Cainscross, Stroud, GL5 4JE

Inspection dates

6–7 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Since the last inspection, the quality of teaching has improved and pupils are making good progress in their learning. This is as a result of the actions of leaders, regular checking of the work of the school and effective support for teachers.
- The quality of marking is consistently good in all classes and gives guidance to pupils on what they need to do to improve their work.
- Pupils' attainment in mathematics at the end of Key Stage 2 increased to above the national average in 2012.
- Pupils behave extremely well. They enjoy school, try hard and want to do well. They feel very safe in school and help each other at playtime and in lessons.
- The headteacher has successfully delegated leadership and management responsibilities across the school. Leaders and governors share a strong commitment to improvement and have the skills to continue this into the future.

It is not yet an outstanding school because:

- Pupils do not always have a good enough understanding of their individual learning targets and are not involved enough in checking if they have achieved them.
- Teachers do not always give pupils enough time to find things out for themselves.
- At times, teachers do not give the most able pupils demanding enough tasks to do. This means that the pace of learning sometimes slows for these pupils.

Information about this inspection

- Inspectors observed 12 lessons or parts of lessons taught by teachers. One of these lessons was observed jointly with the deputy headteacher. In addition, they made some short visits to small groups being taught by teaching assistants, heard pupils read and looked at their work.
- Meetings were held with pupils, governors, a local authority adviser, the School Improvement Partner and the school's staff, including senior staff and leaders in charge of subjects.
- The views of 31 parents and carers who responded to the online questionnaire (Parent View), as well as a letter from a parent or carer and discussions with parents and carers at the start of the school day were taken into account. The inspectors also received and considered 14 staff questionnaires.
- The inspectors observed the school's work and looked at a number of documents, including the school's self-evaluation and planning for improvement, the information the school keeps on pupils' current progress and achievement, records relating to behaviour and attendance and the school's safeguarding information.
- The inspection team observed morning playtime, lunchtime and attended an assembly.

Inspection team

Sarah Somers, Lead inspector

Additional inspector

Simon Bishop

Additional inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding for pupils in local authority care, those known to be eligible for free school meals or from service families) is below average.
- The large majority of pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- All classes are single age.
- The school does not make use of any alternative provision off site for its pupils.
- The school meets current government floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding by:
 - making sure that all pupils understand how their individual targets are clearly linked to the next level of learning and that they are used consistently so pupils know when they have achieved them.
 - making sure that teachers set demanding tasks for all pupils and especially for the most able
 - giving pupils more chance to find things out for themselves so that they take more responsibility for their own learning.

Inspection judgements

The achievement of pupils

is good

- Children start in the Reception class with a range of skills and knowledge and sometimes a significant number are a little behind in their development. Whatever their starting points, children make good progress and the majority reach average standards by the end of the year.
- In 2012, standards for Year 6 pupils rose significantly in mathematics to above average. Standards in English were not as strong but pupils made good progress from their starting points.
- The proportion of pupils achieving the higher Level 5 in mathematics was above average but below average in reading and writing. While teachers set work that stretches the majority of the class, they sometimes give the most-able pupils work that is too easy for them and does not make them think for themselves.
- The proportions of Year 6 pupils making and exceeding expected progress compared favourably with national figures in 2012. School information for pupils currently in the school shows that the rate of progress has improved and most pupils are making good progress. This is as a result of improved teaching and rigorous checking of pupils' progress.
- Latest information shows that the current Year 6 pupils are on course to do even better in 2013 with an increased proportion of pupils achieving the higher levels.
- Pupils' reading skills are developing well and parents and carers, staff and pupils speak positively about the impact of a new reading programme. In the Year 1 reading check last year pupils did well. Older pupils confidently read a wide range of texts and are able to discuss what they have read.
- Pupils not making enough progress are quickly identified and given effective support which helps them catch up. Checks show gains in learning for nearly all these pupils.
- Pupil premium funding is used effectively to employ the services of a parent support adviser, teaching assistant support and funding for trips and enrichment activities. As a result of this well-targeted support, eligible pupils, and also disabled pupils and those who have special educational needs, achieve as well as others in the school. This is promoting equality of opportunity and average points scores show that the gaps in achievement of pupils known to be eligible for free school meals and others are closing.

The quality of teaching

is good

- Teaching is typically good in the school. The quality of teaching has improved since the last inspection and leads to pupils' good achievement.
- Work is usually set at the right level for individual pupils and learning runs at a good pace and maintains pupils' interest. Sometimes teachers do not give the most-able pupils demanding tasks to do, which slows their learning.
- Teachers know what they are trying to achieve with pupils. Meetings about pupils' progress give them the chance to discuss what each pupil needs to do to improve progress further, and how staff can bring this about through their teaching or offering extra support.
- Disabled pupils and those who have special educational needs are taught well. Teaching assistants are consistently used well to help pupils with their individual support programmes based on their specific needs. The school checks carefully to make sure that the extra help is improving the progress of these pupils.
- Questioning of pupils is effective. It is targeted to keep pupils involved in the lesson and helps to develop learning by encouraging pupils to explain their reasoning. Teachers use questioning well to assess understanding and to make sure that all pupils are clear what is expected of them. For example, in a Year 5 literacy lesson, pupils were questioned and gave thoughtful explanations about the work of Howard Carter, the archaeologist who discovered the tomb of Tutankhamen.
- There have been significant improvements in the use of marking. Teachers are consistent in

providing effective written feedback to pupils on how they can improve their work. Pupils have the chance to respond with their own comments and are very positive about its usefulness. Pupils have the chance to review their own and others' work.

- Pupils are given individual targets to work towards the next level of learning so they can improve. However, they do not always understand their targets or when they have successfully achieved them.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour in lessons and around school is excellent. There was no misbehaviour or disruptive behaviour observed during the inspection and records show this is typical. Pupils are always fully engaged in tasks and in their learning.
- Pupils are extremely polite and courteous to each other and to adults. Parents and carers, pupils, staff, governors and visitors are very positive about their behaviour.
- Pupils love learning. They work well together, sharing ideas and supporting each other. In addition, they take responsibility for their behaviour and that of others. For example, older pupils support younger pupils and act as buddies in the infant playground.
- Teaching and support staff make sure that the school is a welcoming, calm and orderly place. Staff expect the best of pupils' behaviour. Members of staff work together as a cohesive team and provide an excellent role model for pupils. They make sure that no discrimination is tolerated at all.
- Pupils have a very good awareness of different types of bullying and know what they need to do to keep safe. They say that there is no bullying in school, but if it did occur, they are confident that the school would deal with it effectively.
- Pupils enjoy school and this is reflected in their improved attendance and punctuality. They value the activities that the school offers them. For example, themed enrichment weeks, such as Music Week and Sport Week, involve pupils of all ages working together with a range of specialists. The older pupils also take a lead in running these activities.

The leadership and management are good

- The headteacher and deputy headteacher have skilfully developed a team of leaders to take on additional responsibilities. This has broadened the experience and knowledge of these teachers and strengthened the capacity of the school to improve further.
- Leaders have an accurate understanding of the school's strengths and weaknesses. Their ability to check the work of the school has improved since the last inspection.
- Systematic checks on the quality of teaching and information on pupils' progress identify accurately the next steps for improvement. The school's focus on improving the quality of teaching has been successful.
- Good levels of support for teachers and training have underpinned improvements. Staff have clear targets to bring about further improvement. There is a link between teachers' pay and the quality of learning. Teaching assistants play an important role in pupils' learning and they have benefited from professional training which has meant they can support pupils effectively. As a result, there is a team approach and a commitment to improvement.
- The school has close links with the church and local community and the school's partnership with parents and carers is good and has been strengthened by the support of the parent support adviser.
- There are effective safeguarding systems which make sure that pupils are kept safe.
- A good range of experiences such as the residential trip to London enhance and add to pupils' enjoyment of learning. Constructive relationships through the school, the themed enrichment weeks, pupils' performances and many sporting opportunities for all pupils, underpin pupils' spiritual, moral, social and cultural development.

■ The local authority has given effective light-touch support to this good school.

■ **The governance of the school:**

- The governing body has undertaken training and has a better understanding of the school's strengths and weaknesses, the quality of teaching and how pupils are doing compared with all schools nationally. Governors receive more information about pupils' performance and funding, such as the pupil premium, and make sure that this, as well as the rest of the school budget, is used to support pupils' progress. They have been fully involved in the organisation of the current leadership structure and in the recruitment of teaching staff. The governing body is aware of its responsibilities regarding linking teachers' pay to performance and systems for setting targets. Governors have a good understanding of financial management and have overseen an extensive refurbishment and extension programme for the school. They are developing their monitoring skills so that the school continues to improve by holding leaders to account.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	115699
Local authority	Gloucestershire
Inspection number	401534

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	195
Appropriate authority	The governing body
Chair	Patsy Williams
Headteacher	Paul Weekes
Date of previous school inspection	26–27 May 2010
Telephone number	01453 764705
Fax number	01453 762033
Email address	head@st-matthews.gloucs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013