

St Matthew's CofE Primary School and Nursery

Mayo Avenue, Bradford, West Yorkshire, BD5 8HT

Inspection dates 9–10 October 2013

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

Summary of key findings for parents and pupils

This is a good school.

- The headteacher has taken decisive steps to improve teaching, particularly in mathematics. As a result the quality of teaching and learning is consistently good and pupils are now making good progress across the school.
- Children enter the school with skills and abilities which are well below those that are typically expected for their age. They have a good start to their education and make good progress in the Early Years Foundation Stage.
- Pupils now achieve well and reach average standards in English and mathematics by the time they leave the school in Year 6. This represents good achievement from their low starting points.
- Teaching is good because of effective questioning and interesting activities that engage pupils and motivate them to want to learn.
- Pupils' attitudes to learning are strong, their behaviour is good and they want to do well.
- Pupil premium funding is used effectively to support the achievement of pupils who are entitled to it. As a result, the gap in the standards reached between this group of pupils and others continues to narrow.
- Leaders and governors have a very accurate view of the school's strengths and what needs to be done to make further improvements.

It is not yet an outstanding school because

- There is not yet enough teaching which is outstanding and, in a small minority of lessons, teaching still requires improvement.
- The attendance of a small number of pupils supported by the pupil premium is not as good as their peers.
- Although leaders and teachers respond well to parental concerns, communication with parents is not as good as it could be.

Information about this inspection

- Inspectors observed 19 parts of lessons taught by 19 teachers.
- Inspectors carried out shorter visits to lessons to assess pupils' work and progress and also visited an assembly and guided reading sessions.
- Meetings were held with pupils, senior leaders, subject leaders, teachers and members of the governing body and two local authority advisors.
- Inspectors looked at the school's documentation for gaining an accurate view of its own performance. They scrutinised improvement plans, as well as a range of policies and assessment information. They also looked at pupils' work in books during lessons.
- The views of 13 parents were considered through the online questionnaire (Parent View). The views of 50 members of staff expressed through a staff questionnaire were also taken into account.

Inspection team

Gary Kelly, Lead inspector

Additional Inspector

Stefan Lord

Additional Inspector

Steve Rigby

Additional Inspector

Full report

Information about this school

- This is a much larger than average-sized primary school.
- The proportions of pupils from minority ethnic backgrounds and who speak English as an additional language is well-above average. The large majority of pupils are from minority ethnic groups.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and children from service families) is above-average.
- The proportion of disabled pupils and those with special educational needs who are supported by school action is above average; the proportion supported by school action plus or with a statement of special educational needs is also above average.
- There have been significant changes to the school's leadership since the previous inspection. A new headteacher has been in post since January 2011, and there have been significant changes to the school's senior leadership and governance.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Eradicate any teaching which is not at least good, and increase the amount of outstanding teaching, to further raise achievement by ensuring that:
 - all lessons provide pupils with enough time to practise their skills and develop their knowledge and understanding of what is being taught
 - all teachers develop strong on-going assessment skills that enable them to fully support or challenge pupils so that their progress can be as rapid as possible.
- Continue to improve the attendance of pupils supported by the pupil premium so that it is at least in-line with that of their peers.
- Improve the ways in which the school communicates with parents so that all parents feel knowledgeable and confident about the work of the school including what the school is doing to improve achievement.

Inspection judgements

The achievement of pupils is good

- Children enter the school with abilities and skills which are well below those typical for their age, and they make good progress in the Early Years Foundation Stage.
- A significant majority of children enter the school throughout the Nursery and Reception Year with language and communication difficulties, however, because of effective support and guidance, these children achieve as well as their peers, and overall, children make a good start in developing their skills ready for Year 1.
- Teaching has improved in Key Stage 1 and this ensures pupils continue to make progress. Their progress accelerates towards the end of Key Stage 2 so that, by the time pupils leave at the end of Year 6, they attain average standards in reading, writing and mathematics, as shown by the test results at the end of 2013. This represents good achievement from pupils' low starting points.
- In 2013, there was a sharp improvement in pupils' achievement from the previous year, and current assessment information shows that this trend will continue.
- In 2013, the proportion of pupils making and exceeding the expected levels of progress compares favourably with that of pupils nationally, including the performance of the most-able pupils.
- Pupils now make particularly good progress in mathematics following a dip in achievement in 2011 and 2012. Under new leadership in this area, teachers demonstrate good subject knowledge and ensure that pupils use their mathematical skills to solve a range of problems.
- The achievement of pupils in English is good. This is a result of thorough and effective planning to ensure pupils can link sounds and letters together, helping them to read confidently. There is an increasing emphasis on encouraging pupils to enjoy books and read more in school and at home.
- The school has developed its support and intervention to ensure it meets the needs of the large numbers of pupils who speak English as an additional language. Because of this, these pupils make good progress in English and mathematics.
- Pupils achieve less well in writing. However, because of the school's approach to improving literacy and numeracy skills, the latest assessment information shows that writing skills are improving for pupils currently attending the school.
- Disabled pupils and those with special educational needs attain standards that are in-line with similar pupils in other schools. They make good progress from their individual starting points because of well-focused teaching and individual and small group work that is well suited to their abilities.
- Pupils in receipt of pupil premium funding, including those who are eligible for free school meals, are making good progress. They are taught in smaller groups by specialist staff who plan interesting and engaging activities which are individual to their needs. This has ensured that gaps in attainment have closed to less than one term in both English and mathematics, and in Year 6, many of these pupils do better than their peers, demonstrating the school's commitment to promoting equal opportunities for all and tackling discrimination.

The quality of teaching is good

- The quality of teaching is good, inspectors agreed with the school's own records which show that teaching has improved rapidly over the last two years and that the proportion of good teaching has increased.
- Teachers and other adults apply their good subject knowledge to develop activities which stimulate pupils' interests and make them want to learn.
- There are strong relationships between pupils, teachers and other adults. Pupils work well

together and respect each other's views and opinions. As a result the range of opportunities pupils have, to work both together and independently, ensures they make good progress.

- This was typified by a Year 6 numeracy lesson where pupils worked together to solve mathematical problems which were 'hidden' in sentences. Pupils supported and challenged each other's understanding, which, in turn, also helped to develop their literacy skills and ensured they made good progress.
- In lessons where teaching is good or better, questioning and discussion are features and pupils are given opportunities to think about their ideas with each other and with adults. In these lessons, teachers check pupils' understanding regularly and put changes in place to further stretch pupils' understanding and progress.
- However, in a small number of lessons, some pupils are not stretched enough because the key learning in the lesson is not arrived at quickly enough and so pupils do not have enough time to practise their skills or gain a full understanding of the knowledge being taught. In these lessons, teachers do not use questioning well enough to assess pupils' progress and to change activities when necessary so as to add to the degree of difficulty throughout the lesson.
- The school has implemented thorough strategies to improve the teaching of literacy and numeracy across all subject areas. This has led to clear improvements in the standards of pupils' spelling, punctuation, grammar and mathematics work evident in pupils' books.
- The pupil premium funding has been used effectively to provide well-targeted support so that these pupils are making at least as much progress as their peers, and, where any gaps exist, they are closing quickly.
- The provision for disabled pupils and those with special educational needs, and those pupils who speak English as an additional language, is a strong feature of the school's work. Teaching assistants are highly skilled in supporting these pupils so that they are successful in their learning and the progress they make.
- The school's marking policy is clear and it is consistently applied across all areas. Pupils understand what they have done well and how to improve their work and are given time to respond to teachers' comments and learn from their mistakes.

The behaviour and safety of pupils are good

- There is a very purposeful atmosphere in the school where pupils respect each other and adults. Pupils are proud of their school, which can be seen in the maintenance of high-quality displays in classrooms and around the school building. Inspectors commented on how welcoming and courteous pupils were during the inspection.
- Inspectors observed very good behaviour in lessons, around the school, at break and at lunchtimes. Pupils are respectful and care for each other and adults. School records of pupils' behaviour show that behaviour over-time is typically good. There have been no permanent exclusions in recent years and only two fixed-term exclusions in the past two years.
- Pupils understand the behaviour policy, and on rare occasions when standards in behaviour lapse, they are quick to improve and respond positively to teachers' use of the behaviour policy. In most lessons, pupils' behaviour is exemplary.
- Pupils say they feel safe at the school and that they always have someone to turn to if they are ever worried about anything.
- Both pupils and parents do not see bullying of any form as a concern, and are confident that, when rare incidents occur, they are dealt with effectively. Pupils have a good understanding of the different forms that bullying can take. They are well aware of how to use the internet safely.
- The school has worked hard to improve attendance, which is now just below national averages. Pupils arrive on time to school and are generally ready to learn. However, a small number of pupils who are supported by the pupil premium are still more likely to be absent than their peers.
- The school provides a 'breakfast club', which is a good start to the day for those pupils who attend.

The leadership and management are good

- Following a dip in standards in 2011 and 2012, particularly in mathematics, the headteacher and senior leaders, including governors, have put in place rigorous plans and strategies to rapidly improve the quality of teaching and raise achievement. The impact of this is that 2013 assessment information shows that almost all pupils are progressing as expected, and many are exceeding expectations.
- The headteacher has developed an effective team of senior and middle leaders, teachers and teaching assistants who all play a key role in monitoring classroom practice and pupils' progress.
- An accurate system to check on pupils' progress is used effectively to identify where help and support is needed, ensuring good progress is maintained and promoting equal opportunities successfully.
- The leadership team and middle leaders monitor the quality of teaching closely, providing astute comments on improvement which are linked to professional development opportunities. This has helped considerably to improve teaching in the school.
- The headteacher has used monitoring information effectively as part of a much improved approach to appraising teachers' performance. Clear targets are set for pupils' performance ensuring staff are answerable for the progress of their pupils.
- More outstanding teaching is emerging in the school, although there are still a small number of lessons where some teaching still needs to be improved.
- The school has clear procedures for gaining an accurate view of its own strengths and areas for improvement. Plans and actions are effective with a clear impact on raising attainment and improving pupils' progress.
- Leaders have adopted a rigorous approach to developing pupils' literacy and numeracy skills. Opportunities for pupils to read, write, communicate and use mathematical skills have been extended to include work in other subjects.
- Although communication and links between home and school are improving, there is still more that can be done, and there are a number of parents who expressed their concern about their children's progress and the school's success, through the online questionnaire, Parent View.
- The curriculum meets pupils' needs. It adds interest to learning and pupils say they enjoy the topics, the way that subjects are linked and the visits to places of interest through the school's 'creative curriculum'.
- The new primary school sport funding extends the variety of activities and promotes healthy lifestyles. This funding is also being used to improve the skills of staff, which will increase the school's ability to provide longer-term high-quality sports provision.
- The local authority has a good understanding of the school's needs and has been effective in its support towards rapid improvement.
- **The governance of the school:**
 - Governors have a clear understanding of how achievement and teaching have improved and have played a key role in this process. They recognise how the quality of teaching and achievement are linked to teachers' salary progression and career development. Under the leadership of the headteacher, governors play a central role in planning for further improvement. They understand that the pupil premium funding benefits pupils who are eligible to receive it and are at risk of underachieving, and that it improves their outcomes. Governors are fully involved in analysing data about pupils' progress, including information about pupils' performance from national sources, to help them check priorities for improvement. The governing body ensures safeguarding meets requirements.

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	107303
Local authority	Bradford
Inspection number	425986

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	488
Appropriate authority	The governing body
Chair	Julie Gifford
Headteacher	Robert Curran
Date of previous school inspection	7 October 2010
Telephone number	01274 731693
Fax number	01274 771690
Email address	office@stmatthewscof.bradford.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

