

St Matthew's Church of England Aided Primary School

Wood Lane, Leeds, West Yorkshire, LS7 3QF

Inspection dates 25–26 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Standards in writing at the end of Key Stage 2 in 2013 were low compared to those in other schools. They were broadly average in 2012, but then declined significantly.
- By the end of Year 6, not enough pupils made the progress expected of them in writing in 2013.
- Checks indicate that pupils' phonics skills (their knowledge of letters and the sounds they make) in Year 1 have not improved enough over the last two years.
- Too few teachers have the necessary skills to ensure pupils make the best progress or reach the higher levels in writing and phonics.
- Not enough regular checks are carried out by senior leaders to ensure that pupils' progress in writing is the best it can be and that teachers do not repeat learning unnecessarily.
- The school has not enough staff with the necessary skills to strengthen leadership at the different levels.

The school has the following strengths

- Pupils behave well inside and outside the school. They respond well to staff, attend very well and enjoy coming to school.
- Pupils say they feel safe. Staff and parents confirm that they are kept safe at the school.
- Achievement in the Early Years Foundation Stage and Key Stage 1, and in mathematics and reading in Key Stage 2, is good and has risen since the last inspection. The most able pupils do very well in the school.
- Pupils' spiritual and cultural development is good. A number of activities, as well as the Christian ethos of the school, support this development across all year groups.
- The governing body fully recognises that the school needs to improve pupils' writing and are challenging school leaders well to ensure standards are rising.

Information about this inspection

- The inspectors observed 24 lessons including parts of lessons. All class teachers in school at the time of the inspection were observed at least once. One lesson was observed jointly with the headteacher.
- The inspectors met with staff, pupils and parents. They held a meeting with the Chair of the Governing Body and eight other governors. They met a representative from the local authority.
- The inspectors took into account 26 staff questionnaires. They looked at information from previous surveys carried out by the school to gather views of parents and pupils. They considered 110 responses to the on-line questionnaire (Parent View) and a letter from parents.
- The inspectors talked with pupils in the playground and classrooms, and held discussions with pupils in Key Stages 1 and 2. They listened to pupils read and observed them moving around inside and outside the school at different times of the day.
- Inspectors observed the school's work and considered a number of documents, including the school's safeguarding and recruitment arrangements, training records, evaluation of its performance, its improvement plan, and minutes from governing body meetings.

Inspection team

Jonathan Woodyatt, Lead inspector	Additional Inspector
Baljinder Khela	Additional Inspector
Katherine Halifax	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- While more than half the pupils are of White British heritage, nearly as many are from a wide range of other ethnic backgrounds.
- An average proportion of pupils speak English as an additional language, although very few pupils are at the early stages of learning English.
- The proportion of pupils with disabilities or special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is also average.
- The proportion of pupils eligible for the pupil premium funding is similar to the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families, and those children who are looked after by the local authority.
- The school is part of 'Networks', a partnership of local schools.
- Since September 2013, the school became part of a separately funded national project with other schools in the country to help improve standards in phonics.
- The deputy headteacher left at the end of the last term. The school has not yet appointed a deputy headteacher.
- More than half the teachers have joined or left the school since the last inspection, including some who were middle leaders.
- There have been a number of changes in membership of the governing body since the last inspection.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.

What does the school need to do to improve further?

- Raise the quality of teaching to good or better in order to increase pupils' achievement, especially in writing in Key Stage 2 and phonics in Year 1, by:
 - improving teachers' skills to teach writing and phonics through appropriate training and support
 - regularly checking on pupils' progress in writing and phonics so that pupils quickly increase their skills and work is not repeated unnecessarily.
- Increase the effectiveness of leadership and management, by:
 - regularly checking the quality of teaching and learning in all classes to ensure pupils are making the best possible progress
 - quickly fulfilling plans to appoint staff with the necessary skills to strengthen leadership and teaching.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement in writing requires improvement as it was low in Year 6 in 2013. Not enough pupils who reached the expected level at the end of Key Stage 1 did well enough in Key Stage 2.
- Children start in the Early Years Foundation Stage with skills that are typically below those expected for their age. They benefit from the good teaching which, in turn, helps them to make good progress especially with their social development and language and communications skills. They are well prepared to enter Year 1.
- Checks on pupils' phonics skills carried out in Year 1 in 2012 and 2013 showed that not enough pupils reached the levels expected for their age. Although standards are rising, pupils are not developing the necessary skills in phonics quickly enough.
- At the end of Key Stage 1 in 2013, pupils' overall attainment improved and was close to that of pupils nationally. This shows these pupils achieved better than those in previous years.
- Achievement in reading and mathematics at the end of Key Stage 2 in 2013 also rose from the previous year and is now above average. Pupils in Year 6 made good progress from their different starting points in these two subjects.
- The most able pupils do very well in reading, mathematics and writing because they are taught well. Test results in 2013 show that they are able to reach the higher Level 5 in all subjects and the highest Level 6 in mathematics.
- Pupils with a statement of special educational needs and those supported at school action plus typically do as well as those in schools nationally. Pupils who are supported at school action also do as well as similar pupils nationally.
- Pupils who speak English as an additional language benefit well from the effective small group teaching and support. This clearly demonstrates the school's commitment to tackling discrimination and providing equal opportunities.
- At the end of Year 6 in 2013, the attainment of pupils eligible for free school meals was broadly two terms behind others in the school and broadly one term ahead of eligible pupils in all schools nationally, which constitutes good achievement overall. However, as with other pupils in the school, their attainment in writing lagged behind their attainment in mathematics and reading.

The quality of teaching

requires improvement

- Teaching requires improvement because it is not consistently good enough in all year groups and subjects.

In a few lessons, teaching does not ensure that pupils are always able to move on to the next steps when they are ready. Usually, this is because the next steps have not been planned well enough, or because staff do not recognise quickly enough that pupils are ready to move on. At times, pupils' attention is not fully on their work and they become distracted.
- The teaching of writing has not ensured that enough pupils make good progress. Not enough teachers have the skills or knowledge of the next steps for pupils in order to bring about the necessary rapid improvements in writing. For example, when scrutinising work books, inspectors found that pupils were being provided with tasks that they had already successfully done before.
- The teaching of phonics is inconsistent and requires improvement as it does not ensure pupils learn well enough to make the necessary gains in skills. When the teaching is good, teachers plan effective lessons that focus on ensuring pupils learn different words well. In one lesson, for example, pupils showed their delight when they found the missing words in the treasure hunt.
- Teaching in the Early Years Foundation Stage is good because teachers know the children well and provide them with activities that are suited to their needs and abilities. In one activity seen during the inspection, the most able children enjoyed arranging appointments with the 'doctor' and made good progress in their learning.

- Reading is quickly improving because teachers have inspired pupils with a desire to want to read. It is clear when listening to pupils that they are confident to read from previously unseen books. Pupils who fall behind in their reading are well supported and make good progress with improving their reading skills in order to catch up.
- The teaching of mathematics is good and pupils' skills have improved well. In one mathematics lesson, for example, Year 6 pupils used their knowledge of calculating the mean, mode, range and median values to solve a detective puzzle and to work out 'whodunit'.
- Pupils who fall behind in their learning, and those who have particular learning needs, learn particularly well in the small-group sessions that are led by teachers and teaching assistants.

The behaviour and safety of pupils are good

- The behaviour of pupils' is good. They behave well with little supervision which ensures that the school is purposeful and calm. They are polite to visitors and co-operate well with each other whether they are learning in classrooms, moving around the school, or playing outside.
- Attendance is above average and has been so over a number of years. Pupils say that they enjoy coming to school and this can be clearly seen in the above average daily attendance. Support staff check attendance every day and have built strong relationships with parents to help maintain good attendance.
- Teachers have high expectations that pupils will behave well and this was evident in the large majority of lessons seen by inspectors. Pupils told inspectors that they are clear about the school's systems for behaviour which help them to know what to do in order to behave well.
- The school's work to keep pupils safe and secure is good. Pupils know that they can talk to their teachers if anything happens. Pupils told inspectors that they feel safe in the school and this view was endorsed by parents and staff.
- Pupils also told inspectors about the different types of bullying. They said that it occasionally happens on the playground, but the teachers are quick to deal with it. Inspectors looked at the records of these incidents and noted the school's actions were effective in ensuring improvements because staff follow up incidents thoroughly and work closely with parents when required.
- There have been no permanent exclusions since the last inspection. A small number of fixed-term exclusions have been necessary to support the specific needs of the very few pupils who struggle to manage their own behaviour. The school's records show that these actions have been undertaken with the cooperation of parents and pupils have been given appropriate support to meet their needs.
- Pupils' behaviour is not outstanding because, at times, pupils lose concentration in lessons and their attention wanders when they are not fully engaged by the teaching

The leadership and management requires improvement

- Leadership and management requires improvement. School leaders have not been successful in raising standards in writing sufficiently since the last inspection although recent results suggest improvements are now starting to be made.
- Although the teaching of writing and phonics is improving, there is more to be done. Leaders do not sufficiently monitor the impact of learning in the classrooms by regularly checking the quality of teaching, such as looking closely at work in pupils' writing books. At times, there has been insufficient progress made by different classes. As a result, there is inconsistency in the quality of teaching.
- The governing body and headteacher recognise that they need to strengthen the leadership within the school. Some middle leaders have been appointed recently, though these are not yet permanent roles. Clear plans are in place to make other appointments, such as the deputy headteacher role, but these have not yet taken place.
- School leaders and governors clearly demonstrate that they have the capacity to make the

appropriate changes and raise standards. They review information regularly in order to provide extra guidance for pupils who fall behind, have different needs or are moving ahead quickly.

- Recently, leaders have put in place a new system for checking how well pupils are doing. Evidence of improvements in Key Stage 1, and in reading and mathematics at the end of Key Stage 2, confirm that these changes are helpful.
- The headteacher uses an additional payment to offer opportunities for staff to take the lead role in important aspects of the schools' work, with the current focus being on writing. In addition, staff are able to join the leadership team and gain valuable experience.
- The headteacher has established partnerships with different schools to increase the opportunities for staff to learn from others. Staff reported how they were able to visit schools and benefit from observing other teachers.
- Pupils have many opportunities to extend their knowledge and skills through the day-to-day work of the school. They take part in sport and residential activities and can learn music and Spanish. Links with Burundi and Ghana, charity work, and awards such as healthy school status as well as frequent opportunities to be reflective ensure that pupils are well prepared in their social, moral, spiritual and cultural understanding.
- The additional sport funding is being used well to increase participation in sporting events, to develop staff skills, and help more pupils participate competitively.
- The local authority recognises that the headteacher has the skills to make the necessary improvements in the school and provides three days of support each year. The school also makes additional use of the services provided by the authority, for example to support its staff training.
- **The governance of the school:**
 - The governing body is committed to ensuring that pupils in the school can receive the best possible education and has worked hard to bring improvements. Last year governors successfully targeted improving pupils' reading. They fully recognise that improving pupils' writing is their current challenge and are focused on raising standards.
 - Governors spend time talking to the headteacher and the local authority in order to gain a clear understanding of the school's performance and use this knowledge to set targets for the headteacher. Her salary is closely linked to these targets and fully reviewed by governors so that the headteacher and staff are rewarded for achieving their targets. They ensure that any underperformance is dealt with.
 - The governors ensure that the finances are well managed. They spend the extra money from the pupil premium and primary school sport funding effectively to secure good outcomes and know the difference that it has made. Arrangements for safeguarding pupils meet the required standards.

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	108047
Local authority	Leeds
Inspection number	440786

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	402
Appropriate authority	The governing body
Chair	Jackie Claxton-Ruddock
Headteacher	Heather Lacey
Date of previous school inspection	6 July 2011
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