

St Matthew's Bloxam CofE Primary School

Webb Ellis Road, Rugby, CV22 7AU

Inspection dates 4–5 March 2015

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

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, senior leaders and governors work together well. They accurately evaluate the school's work and know what needs to be done in order to improve further.
- Leaders have taken successful action to bring rapid improvements to the achievement of disadvantaged pupils following a dip in their performance in 2014.
- Leaders have also dealt quickly and effectively with any ineffective teaching so that teaching is now typically good. As a result, pupils make good progress.
- Pupils enjoy coming to school. They feel safe and are very keen to learn.
- Pupils are very polite and well mannered. Their behaviour in lessons and around school is exemplary.
- Children in the early years are taught and cared for well. They make good progress and are well prepared for Year 1.
- From low starting points, pupils make good progress and reach standards in line with those found nationally in reading, writing and mathematics by the end of Year 6.
- Pupils at risk of falling behind and those learning English as an additional language are given good individual support so they achieve well.

It is not yet an outstanding school because

- Pupils' progress in writing is not consistently good because they do not write enough in subjects other than literacy.
- Although disadvantaged pupils are making increasingly good progress, they did not reach the same standards as other pupils, especially in writing, in 2014.
- Some teachers do not always ensure that pupils learn from and respond to corrections and comments on marked work.

Information about this inspection

- Inspectors observed pupils' learning in 19 lessons, three of which were observed jointly with senior leaders of the school. Pupils' behaviour at playtimes and lunchtimes was also observed.
- Discussions were held with the headteacher, other senior leaders, phase leaders, other staff, pupils, members of the governing body and a representative of the local authority.
- Inspectors sought the views of parents through informal discussions at the start of the school day. They took account of the 34 responses to Parent View, Ofsted's online questionnaire, and responses to the school's surveys undertaken after parents' meetings and open mornings.
- Inspectors took account of the 27 responses to the staff questionnaire.
- Inspectors checked pupils' written work in a range of subjects and listened to pupils reading.
- A wide range of documents was considered. These included: the school's analysis of how well it is doing; its plan for improvement; information on pupils' progress and attainment; school policies; records of governing body meetings; and records relating to safeguarding, attendance and behaviour.

Inspection team

Helen Morrison, Lead inspector	Additional Inspector
Stuart Evans	Additional Inspector
Sarah Davey	Additional Inspector

Full report

Information about this school

- St Matthew's Bloxam CofE Primary is an average-sized primary school.
- Around three-quarters of pupils are White British; a tenth are from other White backgrounds and the remaining pupils are from various minority ethnic backgrounds. About one in five of the pupils speak English as an additional language.
- At around 14%, the proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of disadvantaged pupils (those supported by the pupil premium, which is additional funding for pupils who are known to be eligible for free school meals or looked after by the local authority) is above average at 32%.
- The headteacher is a Local Leader of Education (LLE) who helps other schools to monitor the quality of their work.
- The school works in partnership with five local schools, including a special school and the local high school.
- Three experienced teachers retired in July 2014. Two phase leaders took up newly created leadership posts in September 2014. Two more teachers have left the school since September 2014. The deputy headteacher is on family leave. There are three newly qualified teachers.
- Children in the early years start in the Nursery class where they attend part-time. The Nursery class also provides 'wrap-around' care which can be purchased by parents who wish their children to stay at school for the full day. Children attend the Reception class on a full-time basis.
- There is a before-school breakfast club and an after-school club called 'Building Blox'. These are managed by the governing body and formed part of the inspection.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Strengthen the good teaching to raise standards, particularly in writing, by:
 - giving pupils more opportunities to practise their writing skills in different subjects
 - providing extra help for disadvantaged pupils so they continue to catch up with their classmates
 - ensuring pupils are given enough time to act on the good advice they are given by teachers so they can improve their work.

Inspection judgements

The leadership and management are good

- The headteacher, ably supported by senior staff and governors, has made sure that there is a clear focus on improving pupils' achievement. This is shared by all staff and has successfully improved teaching and raised standards.
- School leaders monitor the school's effectiveness, identify priorities for improvement and plan these carefully so that staff training is linked to the school's priorities. Newly qualified teachers are supported well so they quickly gain confidence and develop their skills. Staff responsible for leading different key stages fulfil their roles well. This, together with strong teamwork, demonstrates the school's good capacity for further improvement.
- Senior leaders, sometimes together with leaders from local partner schools, make regular checks on the quality of teaching and learning. This gives them a clear picture of what is going well and where improvement is needed. Every half term, senior leaders set targets for individual teachers, carefully monitor their progress towards achieving them and provide training and coaching where it is needed.
- Teachers' performance is managed well. Teachers' individual improvement targets and decisions made about increases in their salaries are linked carefully to the quality of their teaching and progress made by pupils in their classes. In this way, teachers are held accountable for pupils' achievement.
- The curriculum captures pupils' interests and promotes their spiritual, moral, social and cultural development well. Pupils learn about other religions and cultures and have a broad, informed view of the world. They work well together, have a good understanding of right and wrong, and show respect for the opinions and ideas of others. Together, these help pupils to develop an understanding of life in modern Britain.
- Pupils are taught British values of tolerance, respect, equality and why rules are important. As a result, pupils listen to one another, take turns, share equipment and look after one another.
- Extra physical education and sport funding is used to provide specialist coaches to teach pupils in lessons and after-school clubs. As a result, pupils enjoy a wider range of sports and the numbers participating in physical activities has increased.
- The school demonstrates its commitment to equal opportunities by ensuring that all pupils are included in its activities. It has suitable policies and procedures for tackling discrimination should the need arise.
- Safeguarding arrangements, including those for child protection, meet current requirements and all training is up to date. Systems and procedures are robust and carefully monitored. As a result, pupils are safe and secure in school.
- The local authority provides appropriate support through termly visits by an adviser which help to evaluate the school's performance.
- Additional funding is used effectively to provide academic, personal and emotional support for disadvantaged pupils. As well as providing small-group and individual support to help pupils to catch up in their learning, leaders have made good arrangements for pupils' pastoral support. For example, a learning mentor has helped to improve the attendance of these pupils so they can make good progress.
- Leaders have dealt promptly with issues that had a negative impact on the achievement of disadvantaged pupils in 2014. Inspection evidence shows their standards are now rising quickly, particularly in reading and mathematics. However, they still lag behind in writing.
- **The governance of the school:**
 - Governance is good. Governors use their skills and experience to support and challenge senior leaders effectively. They know the school well through visiting the school and detailed headteacher's reports. As a result, they have a good understanding of the quality of teaching and the progress of different groups of pupils.

- Governors set challenging performance targets for the headteacher and staff and make sure that teachers' pay increases and promotions are linked to the effectiveness of their teaching and their impact on pupils' achievement. They monitor the school's finances carefully and carry out their statutory duties effectively, for example, that procedures for safeguarding pupils fully meet national requirements.
- Governors understand assessment data and know how the achievement of pupils at the school compares with other schools. They are aware that achievement of disadvantaged pupils dipped last year and why this happened. They monitor the achievement of disadvantaged pupils but have not yet ensured that these pupils have caught up with their classmates in writing.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is outstanding. Pupils want to do well and please their teachers; this contributes greatly to their good achievement. They respond very quickly to teachers' instructions, using the 'one, two, three' code. In lessons pupils work very hard, are exceptionally keen to learn, and cooperate well with each other. Pupils' enthusiasm for learning is also evident in their books, which are exceptionally neat and tidy.
- Pupils are very proud to belong to the school. They play an active role in school and enjoy taking responsibility, for example, helping as monitors, belonging to the school council or acting as ambassadors.
- Pupils from the many different groups and backgrounds work and play together very happily. They are very polite, courteous and show excellent manners towards each other and adults. Parents and pupils spoken to during the inspection felt that pupils behave very well, and the number of exclusions is very low. The school's records also confirm that the outstanding behaviour seen during the inspection is typical.

Safety

- The school's work to keep pupils safe and secure is good.
- Staff have a good knowledge of safeguarding procedures and policies are consistently followed. Staff are vetted prior to appointment, access to the school is secure and all visitors are appropriately checked.
- Pupils say that bullying is very rare. They have a clear understanding of how bullying can affect people's lives and the different forms it can take. Pupils say they feel safe in school because staff listen to them and would deal quickly with any problems should they arise.
- Pupils understand how to keep themselves safe, including, for most pupils, when using the internet. They are also taught well about how to look after themselves out of school, particularly with regard to road and fire safety.
- Effective action has led to an improvement in attendance, which is now just above the national average. The number of pupils who are persistently absent is very low.
- Almost all pupils arrive to school on time for a prompt start to the school day. Those who attend the before-school breakfast club are very well looked after and pupils enjoy the activities it provides.

The quality of teaching is good

- Work in pupils' books, as well as records of checks carried out by leaders and evidence gathered during the inspection, shows that teaching is consistently good across the school and in different subjects. As a result, pupils learn well and make good progress.
- Teachers have high expectations of pupils' work and plan interesting activities which engage and enthuse them. Teachers provide clear explanations and ask questions skilfully so that pupils make good progress. For example, in a Year 5 lesson, pupils watched a video of an animated story and considered how words,

music and sounds were used to create atmosphere. They then used what they had learned to improve their writing.

- Pupils' progress is assessed accurately through regular testing and checking of work, and this information is used carefully to plan activities that build on their previous learning. Pupils often choose the level of difficulty of the tasks they do and are expected to challenge themselves to attempt the harder ones. Homework is set each week and is carefully linked to the work pupils complete in school. Pupils who attend the after-school club are cared for well and enjoy a wide range of interesting and absorbing activities.
- Learning support assistants work in close partnership with class teachers to match work to the individual learning needs of disabled pupils and those who have special educational needs, pupils who speak English as an additional language and disadvantaged pupils. This is successful because these extra adults provide pupils with a good mix of encouragement, challenge and additional help that contributes to their good achievement.
- The most-able pupils make good progress because they usually have harder work to do. For example, in a Year 6 mathematics lesson, skilled teaching and clear explanations of mathematical concepts ensured the most-able pupils enjoyed the complex tasks they were given and made rapid progress.
- Children in Nursery and Reception start to learn phonics (the sounds letters) make and how to use them in their reading. Pupils read regularly throughout the school and, as a result, become fluent and confident readers.
- Mathematics is taught effectively. Pupils use their good mathematical knowledge to solve increasingly complex problems and are given opportunities to discuss their work so they learn from one another.
- Writing is taught well in literacy lessons and pupils have regular opportunities to practise their spelling, grammar and punctuation skills when they write. However, in some classes pupils are not given enough opportunities to practise their writing skills across different subjects.
- Pupils' work is marked regularly. Although teachers often identify what pupils need to do to improve their work, pupils are sometimes not given enough time to act on the advice they are given or try out the additional questions teachers pose.

The achievement of pupils is good

- Pupils make good progress as they move through the school. In 2014, by the end of Year 6, pupils attained standards which were in line with those found nationally in reading, writing and mathematics.
- Children start in the Nursery with skills that are below those typical for their age. The good progress they make in the early years means that, by the time they leave Reception, the proportion reaching a good level of development is in line with that found nationally and children are well prepared for their work in Year 1.
- Pupils make good progress in phonics. In 2014, the proportion of Year 1 pupils meeting the expected standard in the phonics screening check was in line with that found nationally.
- In 2014, the proportion of Year 2 pupils who attained expected standards was in line with that found nationally in reading, writing and mathematics.
- Standards in reading have risen this year and are now above average. A regular programme for the teaching of phonics ensures pupils gain essential skills quickly; pupils in Years 1 and 2 made good use of these skills when reading to inspectors. By Year 6, pupils are enthusiastic and fluent readers who talk confidently about authors whose work they enjoy.

- Work in pupils' books shows that progress in mathematics is also good because lessons are carefully planned to deepen pupils' understanding. For example, in a Year 6 lesson, well-structured teaching and skilful questioning helped pupils to apply their knowledge of times tables so they could confidently identify different ways of solving problems.
- Although attainment in writing has risen since the last inspection, standards do not match those achieved in reading because pupils are not given enough opportunities to use the writing skills learnt in literacy in other lessons.
- The most-able pupils make good progress because teachers have high expectations of them and they are given harder work to do. As a result, work in pupils' books shows a sharp increase in the numbers reaching the higher levels in all subjects.
- Disabled pupils and those who have special educational needs make good progress because their learning needs are assessed accurately. Work in lessons and the individual support they are given are carefully planned to match their understanding and skills, so they achieve well.
- Pupils who speak English as an additional language are given skilled support, such as additional phonics work and speech and language teaching. This ensures that these pupils make similar progress to their classmates.
- Disadvantaged pupils are now making good progress. In 2014, disadvantaged pupils supported by the pupil premium in Year 6 were five terms behind others in school in reading, writing and mathematics. When compared with pupils nationally, disadvantaged pupils were a year behind in writing and mathematics and two terms behind in reading. The picture this year is much improved.
- The school has taken prompt action to provide well-targeted support for disadvantaged pupils by employing additional staff for small groups and classes and one-to-one teaching. Work seen during the inspection shows that these pupils are now making faster progress and are catching up with other pupils in reading and mathematics. In these subjects they are now working at levels close to other pupils in school and at the levels nationally expected for their age. However, in writing they are not all making fast enough progress to close the gap and their standards are still two terms behind those of other pupils.

The early years provision

is good

- Good leadership and management ensure that teaching in the Nursery and Reception classes and in the wrap-around care is consistently good. Children's progress is assessed carefully and they are given a variety of exciting activities that capture their interests and help them develop a range of skills. As a result, children do well in all areas of learning.
- Children enjoy the mix of adult-led activities and those that they can choose for themselves. There is a good emphasis on the teaching of reading and children use their knowledge of phonics well.
- Adults use a range of questions so that children practise speaking and listening, explaining what they are doing and what they have found out. As a result, all children learn and practise new words, and good support is provided for children at the earliest stages of learning English.
- The Nursery and Reception classrooms provide children with a vibrant learning environment. Resources are easily accessible and well-chosen to stimulate the children's interest. Activities contribute well to children's spiritual, moral, social and cultural development, such as encouraging imagination in the role-play area.
- The outside area is exciting, interesting and provides a very good range of activities. As a result, children are keen to learn. For example, they enjoy climbing the rope steps and sliding down the tube slide; they are absorbed when digging in the large sand area and are fascinated to see how balls roll down the ramps they make from pieces of guttering. Children enjoy going to Forest School and hunt carefully for signs of

spring.

- Children behave very well. They are taught to listen to one another and take turns. Children are safe and are taught how to keep themselves safe. For example, in Forest School children knew to be careful when exploring and to look out for uneven ground.

- Parents are made very welcome. They are strongly encouraged and supported to help their children's learning; this has a positive impact on children's progress.

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	130883
Local authority	Warwickshire
Inspection number	453211

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	256
Appropriate authority	The governing body
Chair	Phil Clucas
Headteacher	Sukie Owers
Date of previous school inspection	29 September 2010
Telephone number	01788 542610
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