

St Matthew's CofE Primary School

Woodlane, Leeds, West Yorkshire LS7 3QF

Inspection dates	26–27 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The curriculum is well designed, providing pupils with rich learning activities. They have many opportunities to explore and investigate and to work collaboratively.
- Leaders at all levels have a shared ambition for raising standards and a clear view of what the school does well and the areas they need to improve.
- Pupils' personal development, including their spiritual, moral, social and cultural development, is a strength of the school. Pupils are well supported by all staff.
- The quality of teaching, learning and assessment is good and has improved since the previous inspection.
- Pupils are happy in school. They have positive attitudes to learning and relationships are strong.
- From their individual starting points pupils make at least good progress.
- Any gaps in learning between disadvantaged pupils and other pupils have closed by the time pupils leave the school. This shows the school's strong commitment to inclusion.

It is not yet an outstanding school because

- Handwriting is not sufficiently well developed across the school. This mars the presentation of pupils' work.
- Pupils do not consistently apply spelling rules and patterns.
- Pupils' written work does not best reflect their depth of knowledge and understanding in a range of subjects.

Full report

What does the school need to do to improve further?

- Strengthen outcomes for pupils, particularly in writing, by:
 - improving handwriting skills, so that joins are well formed and letters properly shaped, to improve the quality of presentation in pupils' books
 - ensuring pupils consistently apply spelling rules and patterns when writing by themselves
 - improving how pupils record their work in different subjects to better reflect the depth of their knowledge and understanding.

Inspection judgements

Effectiveness of leadership and management is good

- Leaders and governors have addressed the areas for improvement effectively since the school was last inspected. They know the school well and are committed to securing further improvement.
- The headteacher works tirelessly to ensure the school's ethos of inclusion and pastoral support permeates all of its policies and practice. This is a strength of the school and shows leaders' commitment to equality of opportunity and tackling discrimination.
- The recently appointed deputy headteacher has quickly settled into her role because of the well-organised handover arrangements with the previous deputy headteacher. Together, they have maintained a strong focus upon securing improved outcomes for pupils.
- Subject leaders work hard to provide a broad and balanced curriculum that engages and inspires all pupils. There are many opportunities provided for pupils to develop resilience in learning. Pupils are able to consolidate their basic skills by making links between subjects whenever possible. For example, pupils in a Year 3 physical education lesson worked in teams to find numbers to reach various totals. The pupils had great fun using teamwork, speed and agility, while practising key arithmetic skills.
- A programme of continuous training encourages staff to be actively involved in research and development projects to improve the quality of their work. They are committed to helping pupils use a variety of approaches to improve their understanding of the learning process. This work is displayed in all classrooms and referred to during lessons. It is supporting pupils' positive attitudes to learning seen throughout the inspection.
- Leaders undertake checks on teaching regularly, so they can deal with any underperformance quickly. This has contributed to the improvements seen in the quality of teaching and to outcomes for pupils since the school was last inspected.
- The school ensures that it manages the performance of teachers and links this closely to the teachers' standards and pay awards.
- Leaders' own evaluation of the school's effectiveness is accurate and supported with appropriate evidence. It shapes school improvement plans that are detailed and evaluated regularly and which guide the work of leaders.
- The local authority and diocese provide effective support and meet each half term in a joint review group with members of the governing body to review the school's progress towards meeting improvement priorities. This has ensured a continued focus upon improving outcomes and teaching since the last inspection.
- The effectiveness of the school is enhanced by the support received from its partnership with a national leader of education and its links with the local schools' partnership. This provides opportunities for teachers to share good practice and check the standard of their work against others.
- Pupils' spiritual, moral, social and cultural understanding is well developed and well supported by the curriculum and religious context of the school. Pupils' personal development is given equally high priority and pupils are taught about respect and tolerance and are prepared appropriately for life in modern Britain.
- Additional funding for disadvantaged pupils is used wisely to close gaps in outcomes that exist when pupils first join the school.
- The physical education and sports grant is used well to extend the number and range of after-school clubs on offer to pupils. It has also increased participation in competitive games and tournaments by covering the cost of transport to and from venues within the city. An honours board displays the school's sporting successes.
- Parents are supportive of the school. Several parents sought out inspectors at the end of the school day to express their confidence and to share their experiences of the school's work to support their children. The parents' association, 'SMART', works in collaboration with the school council to raise money for school activities and to purchase additional resources. Together, they are currently organising the school's annual summer fair.
- **The governance of the school**
 - Governors know the school well. They have an accurate view of the school's performance and undertake their statutory duties with diligence and commitment.
 - The establishment of the joint review group has helped to focus the work of governors. It has successfully strengthened governors' role in monitoring and driving through whole-school

improvements. This is evidenced by the improved outcomes since the school was last inspected.

- Governors are reflective of their own practice and evaluate the range of skills they can offer the school. They ensure that any new appointments to the governing body have the skills required to strengthen their work further.
- They ensure that pupils are kept safe by a raft of policies and procedures that are evaluated regularly by the designated health and safety governor. They ensure essential safeguarding training and procedures are in place.
- Minutes of the governing body reflect the level of support and challenge offered to leaders at the school and demonstrate governors' commitment to continuous improvement.
- Governors know the amount of additional funding the school receives both for disadvantaged pupils and for improving physical education and sport. They know precisely how it is spent and the impact it has had.
- Governors have ensured the school has procedures to manage the performance of staff.
- The arrangements for safeguarding are effective. Systems to safeguard pupils are given high priority. Policies are thorough and reviewed regularly and partnerships with key local authority officers support this work fully. The school works effectively with parents to keep pupils safe.

Quality of teaching, learning and assessment is good

- The quality of teaching has improved since the school was last inspected and is now good. This is because leaders closely check teachers' work and make sure they implement fully the expectations outlined within the school's 'non-negotiable' policy.
- Classrooms are vibrant place to learn, with quality displays that both support pupils' learning and celebrate their good work. This is a consistent feature of the school.
- Teachers' use of questioning is effective in clarifying pupils' understanding of concepts and in deepening and consolidating pupils' learning. For example, in a Year 6 mathematics session, a pupil was able to convert ratios of amounts because of skilful questioning by the teacher. As a result, pupils make good progress over time.
- Teaching assistants provide effective and focused support to individuals and small groups. This contributes well to the improving rates of progress seen across the school. Their work forms part of a wider school research and development project, in conjunction with Edge Hill University, on developing questioning skills.
- Assessment procedures are consistently applied across the school and pupils' progress is analysed in great detail each half term. As a result, any underachievement is quickly identified and interventions are put in place to address pupils' needs. This has led to gaps in attainment between disadvantaged pupils and other pupils closing by the time they leave the school.
- The teaching of phonics (letters and the sounds that they make) is effective and has resulted in year-on-year improvement to outcomes, which are now broadly in line with the national average.
- Leaders have invested in a new library, which has encouraged pupils to want to read. Along with focused guided-reading sessions, this means that by the time pupils leave the school they are confident readers able to talk about the authors they enjoy and show a love of reading.
- The teaching of mathematics has strengthened since the last inspection. Pupils find learning highly engaging, show a good understanding of mathematical language and are able to work collaboratively to solve problems. Pupils select challenges ranging in difficulty from 'mild' to 'chilli'. It has resulted in strengthened outcomes for pupils currently in the school. This is indicated by the vast majority of pupils in all year groups reaching the attainment expected for their age and increasing proportions of pupils making expected progress.
- The teaching of writing has been a particular focus since the last inspection and teachers have worked hard to introduce pupils to different types of writing. Teachers successfully choose topics that appeal to boys to stimulate them to want to write. When questioned, boys were keen to talk about their writing.
- The teaching of spelling and handwriting is not yet consistent across the school and this means standards by the end of Year 6 are not as high as they should be.
- Homework is given regularly and becomes increasingly demanding for older pupils. Teachers give pupils extended projects to prepare them for topics they are about to study. Parents are happy with the amount of homework their child receives.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders have found ways to help pupils understand how they learn. These are supporting pupils with increasing levels of self-assurance and resilience. As a result, there is an improving picture of progress across the school and pupils are happy to talk confidently about their learning. One pupil informed inspectors that the work is 'challenging but do-able'.
- The pastoral team are highly effective and place much emphasis upon pupils' well-being. The school manages pupils with complex needs well and skilfully deploys a range of strategies to ensure that this group of pupils are integrated and supported in school successfully. For example, pupils have opportunities to access play therapy and visit a donkey sanctuary.
- Staff assess the potential risk of all activities within school thoroughly to ensure that all pupils are kept safe. The records they keep are detailed and reflect leaders' commitment to the safeguarding of all pupils.
- Pupils have much opportunity to be involved within the local community. They are actively involved in fund-raising activities that raise awareness of the needs of others less fortunate than themselves. For example, the school council raised money for the local branch of a mental health charity and organised an assembly to raise pupils' awareness of it.
- Pupils have a good understanding of how to keep themselves and others safe. They are aware of all forms of bullying and know they can confide in a trusted adult in school. Pupils expressed great confidence that should an incident occur they would be listened to and it would be dealt with thoroughly. Pupils were keen to point out to inspectors that 'there is some falling out, but this isn't bullying'.
- Pupils are encouraged to make healthy food choices. The well-developed curriculum and lots of displays around the school support this further.

Behaviour

- The behaviour of pupils is good and pupils overwhelmingly say that they are happy in school.
- Pupils across the school were courteous to visitors, holding doors open and saying good morning. They were keen to share their work with inspectors, showing pride in their school and in their work.
- The behaviour code is consistently applied and pupils know it is there to keep everyone safe. For those pupils with significant and complex needs, leaders have created a nurture room within school to better manage and accommodate their needs. This helps them to make the most of their schooling.
- Playtime is lively, with pupils demonstrating lots of enthusiasm and excitement. The grounds are organised to ensure there is plenty to do and the areas of play are well supervised. This means when pupils return to class they are ready to learn and keen to work.
- Attendance is above average. Where the attendance of any group of pupils falls below the required levels, leaders have procedures in place to bring it back to an acceptable level.

Outcomes for pupils are good

- Every year group differs greatly in terms of the complex and varying needs of its pupils. In order to ensure consistently good rates of progress, leaders use a detailed system to track pupils' learning and analyse assessment information thoroughly. As a result, the progress of pupils currently in the school is good and has improved since the school was last inspected.
- From starting points below those typically expected, the vast majority of pupils make good progress to reach standards broadly in line with national averages in reading, writing and mathematics.
- The proportion of disadvantaged pupils within each year group varies greatly and they often have additional needs. There are significant gaps in outcomes between these pupils and other pupils on entry to school. As a result of highly effective interventions, disadvantaged pupils make accelerated progress and any gaps are closed by the time they leave the school. Where this is not the case, it is because of significant and complex individual need.
- Most-able pupils are well supported throughout the school and receive increasing opportunities, known as

'chillies', within a range of subjects to apply their skills and knowledge to extended problems. From their starting points, the proportions of this group of pupils who make both expected and more than expected progress compare favourably with those seen nationally

- Pupils with special educational needs or disability reach standards lower than that of others in the school. This is because their needs are complex and are occasionally difficult to diagnose. Once appropriate support is in place, pupils make good progress towards their targets, which for some pupils include personal and social development.
- Pupils read widely and often and say what they like with maturity. The new library is encouraging pupils into the reading process.

Early years provision

is good

- Children's skills and understanding when they join Reception are below those typical for their age, particularly in language acquisition and communication skills. As a result of good teaching and focused questioning children make rapid progress and are well prepared for Year 1.
- By the time they leave Reception class an increasing number of children have reached a good level of development, with year-on-year improvement in outcomes that are now broadly in line with national averages.
- Adults plan carefully crafted activities to address the areas of need identified from assessment information and to engage children. Good-quality support encourages children to write and talk. Staff target boys particularly, as their outcomes are lower than those of girls. As a result of this work, gaps have narrowed between boys and girls by the time children leave Reception.
- The school draws from many different Nursery providers. Because of highly effective transition arrangements, staff get to know children quickly and lose no time in settling children into school.
- Routines are well established, which means that children quickly settle to purposeful activity and behave well. As a result, children observed within Reception classes were very happy and safe.
- Equality of opportunity is well promoted, with boys and girls equally involved in a range of activities designed to inspire and stimulate them.
- The early years leader has an accurate understanding of the effectiveness of the setting. Staff nurture strong relationships between the school and families, so that all children make good progress. They have identified that their system for recording important moments in a child's learning journey could be further refined, so that all members of staff can fully contribute to this process.

School details

Unique reference number	108047
Local authority	Leeds
Inspection number	10002181

This inspection 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	418
Appropriate authority	The governing body
Chair	Richard Irvine
Headteacher	Heather Lacey
Telephone number	0113 268 1489
Website	www.st-matthews.leeds.sch.uk
Email address	headteacher@st-matthews.leeds.sch.uk
Date of previous inspection	25–26 February 2014

Information about this school

- St Matthew’s CofE Primary School is larger than the average-sized primary school and has increased in size since its last inspection.
- Because of its religious character and inclusive ethos, pupils attend the school from a wide area.
- Approximately half of the pupils are from minority ethnic backgrounds, with the proportion of pupils who speak English as an additional language below the national average.
- The proportion of disadvantaged pupils known to be eligible for extra funding through the pupil premium has reduced since 2014 and is below the national average. The pupil premium is additional government funding for pupils known to be eligible for free school meals and children looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is broadly in line with the national average.
- The school meets the government’s current floor standards, which set the minimum expectation for pupils’ attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.
- A new deputy headteacher has recently been appointed.

Information about this inspection

- The inspection team observed pupils' learning in 21 lessons and part lessons. Several of these were jointly observed with the senior leaders of the school.
- In addition, the inspection team looked at examples of pupils' work in books and folders and listened to pupils read.
- Inspectors held meetings with groups of pupils, the headteacher, senior leaders, and members of the governing body and representatives of the local authority and diocese.
- The inspection team took account of 108 responses to the online questionnaire, Parent View, and the outcomes of the school's own parental survey, as well as staff and pupil survey results.
- The inspection team examined the school's own information on pupils' recent and current progress; the school's evaluation of how well it is doing and its records of monitoring the quality of teaching; records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Diane Buckle, lead inspector	Ofsted Inspector
Lesley Butcher	Her Majesty's Inspector
Cheryl Lodge	Ofsted Inspector
Mary Lanovy Taylor	Ofsted Inspector

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