

St Matthew's Church of England Primary School

Chadderton Hall Road, Chadderton, Oldham, Lancashire OL9 0BN

Inspection dates

9–10 October 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
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

- Since the appointment of the current headteacher, leaders and governors have brought about considerable improvement. They have created a purposeful learning community. Pupils enjoy learning and are taught well.
- Members of the governing body bring a wide range of skills to the governance of the school. This, together with their knowledge of the school, allows them to provide effective support and challenge to leaders.
- The quality of teaching and learning, including the teaching of phonics, has improved considerably since the last inspection. Teachers and teaching assistants work well together so that pupils make good progress.
- Good-quality systems for assessment allow teachers to understand what pupils know and can do. Teachers use this knowledge well to build on pupils' learning.
- Leaders' actions have ensured that pupils now benefit from a broad and balanced curriculum. Pupils' progress in subjects in the wider curriculum is good.
- Leaders respond quickly and effectively to support vulnerable pupils and their families. Pupils feel very safe in school.
- Pupils' behaviour is outstanding. They respond quickly to adults and their excellent attitudes to learning contribute to their good progress.
- Pupils' personal development is a strength. Pupils care for each other and demonstrate empathy for others. They are highly considerate and respectful to each other and to adults in school.
- Leaders ensure that pupils' spiritual, moral, social and cultural development is promoted well through the curriculum, particularly during religious education teaching, and the many extra-curricular activities available for pupils.
- Improvements in early years have resulted in children enjoying their learning and making good progress.
- Sometimes teachers do not provide work that extends and challenges pupils, particularly those who are the most able. Some pupils who are less able are not supported well. Thus, not all pupils make as much progress as they could.
- In mathematics, some pupils are given few opportunities to investigate mathematical problems that allow them to use their mathematical knowledge to deepen their understanding.

Full report

What does the school need to do to improve further?

- Continue to raise pupils' achievement by ensuring that teachers:
 - extend and challenge pupils, particularly those who are the most able, to make even stronger progress
 - provide activities that allow pupils to use their mathematical knowledge to deepen their understanding
 - provide consistently effective support for lower ability pupils.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has delivered significant improvement since the previous inspection. He has developed a strong leadership team that has worked well with the governing body and the local authority to bring about effective and sustainable improvement.
- Leaders check rigorously on the quality of teaching across the school and have an accurate picture of strengths and areas for development. They have developed links with other local primary schools, teaching schools and the regional mathematics hub to provide high-quality professional development for staff. As a result, leaders have improved the quality of teaching, learning and assessment, so that it is now good.
- Leaders have focused on securing improvements in reading, writing and mathematics. As a result, pupils' attainment in these subjects is now above the national averages for the expected standard at the end of both key stage 1 and key stage 2. Now that pupils attain as well as other pupils nationally, leaders have moved on to ensuring that a greater proportion of pupils are working at greater depth or reaching the higher standard. However, this is still a work in progress. Currently, some pupils are not always given the challenge that they need to move their attainment beyond the expected levels.
- All subject leaders have received leadership development training to help them in their role. Their subject knowledge is strong, and they monitor their areas of responsibility well. They understand the strengths and weaknesses in their subject areas and what needs to change. They act accordingly. There are new detailed curriculum plans for science, history, geography and languages. Teachers have received training so that the new plans are delivered through high-quality teaching. New assessment systems are in place so that teachers know how well pupils achieve in subjects other than English and mathematics. As a result, there has been considerable improvement in teaching and assessment in subjects in the wider curriculum, which is leading to pupils' good progress across a range of subjects.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils treat adults and other pupils with respect. They understand diversity and value differences. Pupils demonstrate compassion and understanding for people in difficulty and they understand British values. Pupils are well prepared for life in modern Britain.
- The additional funding for disadvantaged pupils is used well. Leaders and governors evaluate the individual needs of these pupils and use the funding to support them appropriately. As a result, these pupils make the progress expected of them by the school.
- The primary school physical education and sport premium is used very effectively. There is a diverse range of activities in which pupils can participate as a result of the funding. The take-up of extra-curricular activities is high because of the range of sports available. Pupils are encouraged to tell staff if there is something they would like to try, and the school helps them to do this if it can. For example, leaders have ensured that pupils can access a range of martial arts training because of pupils' feedback.
- The additional funding for pupils who have special educational needs (SEN) and/or

disabilities is used well. Leaders use teaching assistants and external support to ensure that pupils receive the best possible support. Leaders work in partnership with parents and carers so that there is consistency in support across home and school to ensure that pupils' needs are met appropriately. Leaders have high expectations and closely monitor learning so that pupils do not fall behind. As a result, pupils who have SEN and/or disabilities make good progress during their time in this school.

Governance of the school

- Governors bring a range of skills to the school and they are well trained. They are aware of the strengths of the school and the areas for development. They share the strong aspirations of the headteacher and work well with him and the senior leadership team. Consequently, the governing body provides effective support and challenge to school leaders.
- Governors are extremely supportive of the school. They enjoy visiting the school to see how well pupils are learning and to talk with leaders. Governors also enjoy attending school events. For example, governors were present at the coffee morning run by teachers and pupils to raise awareness of mental health issues.
- Governors have strong links with the local authority and the diocese. They welcome the additional support that is available. For example, a representative from the local authority has joined the governing body to provide governors with expertise in understanding recent developments in education and to further enhance the school's performance.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have created a culture of safeguarding. Leaders provide regular training sessions, so that staff recognise the signs of abuse and know what to do to alert leaders to their concerns. Leaders take prompt action in response to concerns and liaise with other services to ensure that pupils are safe. All statutory requirements are in place and leaders perform all appropriate checks to ensure that adults in the school are safe to work with pupils.
- Pastoral leadership is strong. Leaders have created positive relationships with parents to ensure that vulnerable pupils and their families are well supported. External support is provided where necessary to ensure that these pupils remain safe.
- Pupils feel safe in school and know they can talk to an adult if they have any problems. Parents that spoke to inspectors in the playground and those that responded to Parent View, Ofsted's online questionnaire, said that their children are safe and happy in school and making good progress.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment has improved considerably since the previous inspection and is now good. Teachers' relationships with pupils are strong. Teachers have high expectations of pupils' conduct during learning, and they manage pupils' behaviour well. Teachers' positive language and their use of praise help pupils to develop their confidence and self-esteem. As a result, pupils are comfortable asking questions and expressing their point of view.
- Leaders have improved the quality and accuracy of assessment across the school. This gives leaders a detailed understanding of what pupils know and where they need extra support in their learning. Leaders harness parents' skills so they can work with teachers to support pupils at home if they need to catch up with their peers or make greater progress.
- Teachers use assessment effectively to plan pupils' learning well. They use their secure subject knowledge to create activities that build on pupils' learning and address misconceptions. On occasion, the work planned by teachers does not meet the needs of a small minority of pupils. Some pupils can sometimes find work too difficult and cannot begin, while others find it too easy and finish quickly.
- Teachers typically question pupils effectively. This helps pupils to deepen their understanding and extend their thinking. Questioning is particularly strong during reading sessions led by members of staff. Teachers' questions challenge pupils' thinking, which helps them to make deductions from reading texts and empathise with characters. Such effective practice promotes pupils' deep thinking and helps them to make greater progress in their reading.
- The teaching of reading is strong. Phonics is well taught in early years and in key stage 1. This ensures that pupils can tackle new and unknown words to read with fluency and understanding. By the end of key stage 1, the majority of pupils have become confident, independent readers.
- In mathematics, pupils' basic number skills are well developed. Teachers' explanations and their modelling of standard calculation methods ensure that pupils use these confidently and accurately. However, teachers do not adopt a consistent and systematic approach to developing pupils' investigative and problem-solving skills throughout the school. Consequently, pupils are not given enough opportunity to grapple with more complex questions and develop deeper mathematical understanding.
- The teaching of the wider curriculum has improved over the last year. Teachers have a better understanding of what pupils already know because of improved assessment processes. Teachers use information from assessments to plan learning that builds on the knowledge that pupils already have. Teachers have received training to develop their teaching skills in science, history, geography and art. Consequently, pupils are making good progress in these subjects. The improved science curriculum has provided more opportunities for pupils to engage in scientific investigations. Pupils told inspectors that they really enjoy doing experiments and that they look forward to their science lessons.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils have excellent attitudes to learning. They are attentive and hardworking, and they respond without hesitation to instructions from adults. Pupils demonstrate the school's values, which are to cooperate, aspire, respect, encourage and strive (CARES). Pupils take pride in their work and want to do well, but they understand 'that it's OK to make mistakes'. Pupils explained that, 'you were born to be real, not perfect', and others said, 'mistakes are our friends'.
- Pupils are looked after extremely well in school. They follow the caring and nurturing example set by adults. The pupils involved in 'Team Shine' play an important part in developing class prayers and assemblies that give pupils time to reflect and consider those less fortunate than themselves.
- Leaders place a strong emphasis on pupils' physical, emotional and mental health. Pupils' development in this area is extremely strong and a key part of the school's work. Pupils consider their place in the world and how to contribute to their community. The work leaders do helps pupils to develop a sense of self-worth and resilience, which was evident in the conversations inspectors had with pupils. They show concern and empathy for others in difficult circumstances and they want to help. In affirmation statements that they produced after the mental health assembly, pupils reminded everybody that, 'There's always someone by your side'.
- Pupils understand the importance of exercise for their health and well-being. Many pupils engage in extra-curricular activities, both in and out of school hours. There are several sports available, including dance, football, swimming and cross-country running. Pupils are excited to get involved and the wide range of trophies pupils have won is testament to their success.
- Leaders have developed many opportunities for pupils to take up leadership roles around the school. These roles include prefects, classroom monitors and Year 6 helpers. They help younger pupils to follow school routines and tell them what to do when pupils ask for help. They display a visible pride in their responsibilities. For example, school prefects warmly welcomed visitors as they arrived for the coffee morning to support mental health day. They confidently directed visitors to the information and refreshments and talked knowledgeably about the charity that they were supporting. Pupils feel safe and happy in school. They learn how to keep themselves safe online, and the rare instances of bullying are quickly dealt with by staff. Pupils trust adults in the school to support them with any concerns that they may raise.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' behaviour around school is exemplary. Pupils are keen to offer a smile or welcome to peers and visitors alike. They demonstrate the utmost courtesy to all. Older pupils are excellent role models, particularly the Year 6 pupils who act as helpers in early years.

- Pupils demonstrate their enjoyment of school by their high levels of attendance, which is well above the national average. They understand that it is important to be on time each day and pupils are rarely late. They arrive at school eager and well prepared to enjoy their learning. In particular, the upper key stage 2 classes demonstrate a real 'buzz' and sense of excitement about what they will be learning.
- Staff set high expectations and pupils are keen to learn. They listen eagerly to the teacher and quickly settle to their work. They are excited to learn about new things and avidly ask and answer questions. They are eager to please their teachers and are enthusiastic about contributing to discussions. They think carefully before expressing their point of view. They listen to other pupils' ideas and make considered responses. They are respectful of each other and encourage each other to participate in learning activities.

Outcomes for pupils

Good

- At the time of the current headteacher's appointment, pupils were underperforming in all areas of their learning. Leaders took decisive action to improve teaching. Pupils' progress and attainment have improved significantly as a result. Pupils are now making good progress.
- Year 1 teachers build effectively on pupils' learning from the Reception class so that pupils make good progress in developing their reading skills. The proportion of pupils who meet the expected standard in the phonics screening check at the end of Year 1 is above the national average. Pupils who are struggling to gain phonics skills are swiftly identified and given the help they need to catch up quickly. Consequently, they are able meet the expected standard in the phonics screening test in Year 2.
- Teachers select appropriate reading books to challenge pupils' reading skills. This, together with their phonetic decoding skills, help pupils to become confident and independent readers by the end of key stage 1.
- Pupils make similarly strong progress in reading and mathematics throughout key stage 1. The smooth transition from early years to Year 1 helps pupils to make good progress, and the majority of pupils attain the expected standards by the end of key stage 1. The proportion of pupils that reach these standards at the end of key stage 1 is above the national average and increasing.
- Attainment at the end of key stage 2 has risen for reading, writing and mathematics. The developments in teaching and learning improved outcomes for Year 6 pupils in the 2016 and 2017 key stage 2 tests for reading, writing and mathematics. The proportion of pupils that reach the expected standard is above the national average.
- In 2018, pupils' attainment and progress remained strong in writing and mathematics. However, pupils' progress in reading dropped from that seen in 2017, although levels of attainment remained high. Leaders have identified that the teaching of poetry had been a weakness in the English curriculum and that this had affected the reading outcomes in the 2018 tests. Leaders have acted quickly to secure improvements in the teaching of poetry. They have provided training for teachers and ensured that pupils explore poetry more frequently and in greater depth.
- Assessment information, supported by the work seen in pupils' books, indicates that

the progress of current pupils is good and improving. Although pupils make good progress, leaders are now taking steps to ensure that a larger proportion of pupils make greater progress towards the higher standards. This is because the proportions of pupils working at greater depth at the end of key stage 1 and attaining the higher standard in key stage 2 have not compared favourably with national averages in recent years.

- The proportion of disadvantaged pupils in the school is much lower than the national average. As the cohort is so small, the outcomes for these pupils fluctuate year on year. However, their performance over the last few years clearly indicates that their progress and attainment are improving due to improved teaching and more effective individual support.
- Pupils who have SEN and/or disabilities make good progress from their starting points. Teachers and teaching assistants offer effective support and ensure that pupils succeed in their learning.

Early years provision

Good

- Leaders made a number of key changes in early years last year that have already made significant improvements to the provision and children's outcomes. A new leader for early years was appointed at the start of last year. Alterations to the indoor and outdoor learning space now provides the opportunity for children to move freely and seamlessly through one large area. It has become a vibrant and exciting area in which to learn. The improvements make it easy for the members of the new early years team to work together and develop an excellent working relationship. The team know all Reception children well, including what they know and can do, and what their next steps in learning are. This is underpinned by the new assessment system, which has helped to enhance staff's understanding of each child's development.
- Children start school with knowledge and skills that are typical for their age. They make strong progress through Reception Year. As a result, the proportion of children that achieved a good level of development improved in 2018 and was above the national average.
- Teachers from early years have worked with key stage 1 teachers to improve the teaching of phonics. Phonics is now taught consistently from Reception and children are well prepared for Year 1. This gives children a flying start when they leave Reception and move into key stage 1.
- Leaders have organised the indoor and outdoor spaces to maximise children's learning and offer them activities that are fun and interesting. Routines are well established, and children have settled very quickly into their schooling, despite only being at school for a short period. Children move around the activities sensibly and with enthusiasm.
- Children are happy and engaged in the many rich activities available to them. They have plenty of time to practise their new skills, as well as exploring their environment. Children are particularly encouraged to develop their skills in writing and mathematics in all areas of the classroom. Interactions between children and adults are of a high quality. Adults question children appropriately to challenge their understanding and improve their skills.

- Children's language development is a constant focus. Staff encourage children to tell stories and talk about what they are doing and why. For example, children who had been reading about a bear hunt were encouraged to talk about their drawings. This then supported them in writing short sentences about their pictures.
- Children's behaviour is excellent. They are thoroughly engaged in their activities and respond well to questions and instructions from adults. As in the rest of the school, children are encouraged to support and care for each other. They happily cooperate with other children and are visibly kind to each other.
- Leaders develop strong links with parents. Parents are kept informed of their children's progress and are encouraged to contribute through their online learning journal. This encourages a sense of partnership in learning. Parents say that they value the improved communication.
- All statutory safeguarding measures and welfare checks are in place. Leaders ensure that early years is a safe and secure place for children. Children feel safe and develop confidence.

School details

Unique reference number	105709
Local authority	Oldham
Inspection number	10078740

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	409
Appropriate authority	The governing body
Chair	Mr Lee Spratt
Headteacher	Mr Martin Moore
Telephone number	0161 624 9829
Website	www.stmatthewschadderton.co.uk
Email address	info@st-matthews.oldham.sch.uk
Date of previous inspection	28–29 June 2017

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disadvantaged pupils is lower than average.
- The proportion of pupils who speak English as an additional language is lower than average.
- The proportion of pupils who have SEN and/or disabilities is below average, as is the proportion of pupils with an education, health and care plan.
- There have been several changes in staffing since the last inspection, particularly in early years.
- A section 48 inspection of the school is due to be conducted this year.

Information about this inspection

- Inspectors undertook a number of visits to classrooms to observe teaching. Some of these were conducted jointly with school leaders.
- Formal and informal discussions took place with senior leaders, governors, subject leaders, pupils, parents and a representative from the local authority.
- Inspectors looked at documents, including the school's self-evaluation, school improvement plans, information about attendance and behaviour, and the school's safeguarding records.
- Inspectors observed pupils' behaviour during breaktimes and lunchtimes.
- Inspectors listened to pupils reading aloud from Years 1, 2, 3, 4 and 6.
- Inspectors spoke with parents in the playground before school. Inspectors took account of the 46 responses to Parent View, Ofsted's parent questionnaire, to the 13 responses to the staff questionnaire and to the 53 responses to the pupil questionnaire.

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