

Inspection of Matravers School

Springfield Road, Westbury, Wiltshire BA13 3QH

Inspection dates: 21 and 22 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are very positive about the quality of education at Matravers School. They enjoy learning and are eager to do well. Pupils are particularly enthusiastic about the extra-curricular opportunities at the school. For example, many pupils are proud to be a part of the Combined Cadet Force. Pupils enrich their learning of art, music and sport through a range of clubs.

Pupils, including students in the sixth form, receive a breadth of tailored careers guidance. Pupils and sixth-form students are well prepared to continue on to further education, apprenticeships and work.

Pupils feel safe and well cared for at the school. Relationships between staff and pupils are strong. Pupils state that they know what to do if they have a concern and are confident that staff will help. Bullying is rare at the school but pupils state that when it occurs, staff resolve it quickly.

There is a calm, harmonious learning environment, both in lessons and around the school site. Leaders and staff have embedded routines well. Pupils are kind and respectful towards each other.

Students in the sixth form are proud of the school. They state that they enjoy learning and feel well supported.

What does the school do well and what does it need to do better?

Leaders have worked hard to create a well-structured curriculum. Staff share leaders' high expectations of pupils. Subject leaders have ensured that pupils review what they have learned previously to help them learn new concepts. For example, pupils revise their knowledge of French and Spanish pronunciation, before talking about their birthdays. Pupils, as well as students in the sixth form, learn an ambitious curriculum. Teaching prepares most pupils well to learn complex concepts.

Leaders have embedded a whole school approach to reading for enjoyment. The library hosts weekly reading lessons for key stage 3 pupils and sixth-form students use it for independent study. Pupils read challenging texts in the English curriculum. However, some pupils do not enjoy reading and struggle. Leaders have not yet established an effective approach to the teaching of literacy. Consequently, some pupils, including pupils with special educational needs and/or disabilities (SEND) and pupils in receipt of pupil premium funding, struggle with reading and writing in the wider curriculum.

Leaders and staff check pupils' understanding frequently. This enables pupils to remember what they have learned. They use this information about pupils to ensure that they receive additional support where necessary. Most pupils with SEND thrive in the school. Leaders have ensured that staff adapt their teaching so that these pupils learn successfully. For example, in a dance lesson, pupils with SEND

developed their spatial awareness very well. Although children looked after receive strong academic and pastoral support, leaders have not ensured that their personal education plans (PEP) are completed in a timely and appropriate manner.

Leaders' ambition for the academic success of pupils is shown through the steady increase in uptake of subjects that make up the English Baccalaureate. For example, the proportion of pupils studying French at key stage 4 has increased.

Leaders have designed a very effective careers curriculum that meets the requirements of the Baker Clause. Pupils are very positive about the support they receive. Sixth-form students value the high-quality guidance which enables them to make informed decisions about their next steps.

The behaviour of pupils around the school is strong. There is rarely any disruptive behaviour in lessons. The positive relationships between staff and pupils help them to learn with confidence and success. Overwhelmingly, pupils are kind and respectful towards each other. Sixth-form students set a strong example of leadership to the rest of the school. Their smart dress and leadership in a range of cultural and sporting areas ensure that they are well prepared for the world beyond school. Through the curriculum, pupils develop a strong understanding of citizenship.

Governance is strong. Governors bring a breadth of expertise to their roles. They gather a range of information and hold school leaders to account. Staff are overwhelmingly positive about the support of leaders and are proud of their roles. Early career teachers feel very well supported.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure the physical and emotional safety of pupils, including students in the sixth form. Leaders have a very strong knowledge of potential safeguarding risks in the community and work well with external agencies. They have an effective system for recording and monitoring the safety of pupils. Leaders escalate concerns to ensure that pupils receive the most appropriate support.

All staff receive safeguarding training alongside regular updates. They know how to identify a pupil at risk and how to refer concerns. Leaders carry out background checks on all adults employed at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured the effective teaching of reading and writing through subject curriculums. Some pupils, including pupils with SEND and pupils in receipt of pupil premium funding, cannot read and write about the curriculum

successfully. Leaders must ensure that all staff explicitly teach the reading and writing requirements of their subjects so that all pupils can learn well.

- The PEPs for children looked after have not been completed in a timely and appropriate manner. Therefore, leaders and staff may not be able to identify the bespoke needs of such pupils. Leaders must ensure that the PEPs, a statutory document for children looked after, are completed routinely and appropriately.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	126510
Local authority	Wiltshire
Inspection number	10227498
Type of school	Secondary comprehensive
School category	Maintained
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	896
Of which, number on roll in the sixth form	112
Appropriate authority	The governing body
Chair of governing body	Paul Howard
Headteacher	Simon Riding
Website	www.matravers.wilts.sch.uk
Date of previous inspection	9 and 10 October 2018, under section 5 of the Education Act 2005

Information about this school

- The proportion of pupils with education, health and care plans are above the national average.
- The school uses one registered alternative provision.
- The school is a smaller-than-average secondary school.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher and members of the leadership team.
- Inspectors held discussions with representatives from the governing body, including the chair of governors.
- Inspectors carried out deep dives in English, history, music, modern foreign languages and mathematics. In each subject, inspectors met with senior and curriculum leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' books.
- Inspectors met with staff to consider their views.
- Inspectors reviewed safeguarding records, including the single central record of recruitment checks on staff.
- Inspectors considered the views of parents who responded to the confidential questionnaire, Ofsted Parent View. They evaluated the views of staff and pupils from the Ofsted online questionnaires.

Inspection team

Susan Aykin, lead inspector	His Majesty's Inspector
Tim Redding	Ofsted Inspector
Rachel Hutchinson	Ofsted Inspector
Teresa Hill	Ofsted Inspector

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