

Inspection of St Matthew's Church of England Primary School

Church Road, Cainscross, Stroud, Gloucestershire GL5 4JE

Inspection dates: 26 and 27 September 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Not previously inspected under section 5 of the Education Act 2005

The executive headteacher of the school is Richard Lucas, who is also responsible for this school and one other. The school is part of the Diocese of Gloucester Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Canon Rachel Howie, and overseen by a board of trustees, chaired by Mr Tim Brock.

What is it like to attend this school?

Pupils are proud of their school. Every pupil receives a warm welcome when they arrive each day. Pupils feel safe. They have secure, positive relationships with each other and staff. Pupils understand the school's values of perseverance, respect, courage, forgiveness, compassion and friendship. These are at the heart of the school and establish a sense of community.

The school has high expectations for pupils' behaviour. Pupils across the school are polite and well-mannered, and understand the importance of good behaviour. Bullying is rare. Pupils are confident that adults will help them deal with their problems.

Pupils value the opportunities the school offers to develop their interests and talents through clubs and activities. They visit a local wetland wildlife reserve to enrich their learning. Pupils talk confidently about how to manage risks, such as the dangers of fire and drug use. They know how to keep safe online.

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

The school has developed a rich and ambitious curriculum. While the impact is evident in current pupils' learning, it is not yet reflected in published outcomes.

The curriculum in the early years is planned well to build on what children know and can do. It includes play that is purposeful and supports children's development. As a result, children are well prepared for the next stage of learning.

The school has made reading a priority for all pupils. Children in the early years begin learning to read as soon as they start school. Reading books are closely matched to the sounds the children are learning. Teachers use assessment of reading well to ensure that pupils who fall behind are quickly supported. Pupils are given the additional help they need. This means that most pupils learn to read quickly and fluently. Pupils read a wide range of books that support their understanding of the wider curriculum. Their reading helps them to make links between different subjects. They are eager to talk about the books they are reading in class.

The school curriculum makes clear the knowledge and skills that pupils need to learn. In mathematics, pupils recall mathematical knowledge well. Pupils talk with confidence and pride about their learning. Assessment is used well in mathematics to check pupils are learning more over time. This ensures that pupils are ready for the next stage of their learning. However, assessment in the wider curriculum is not always precise. As a result, teachers do not always have in-depth knowledge of what pupils know and can do.

The school is ambitious for all pupils. Pupils with special educational needs and/or disabilities (SEND) are identified quickly and effective support is put in place. As a result, pupils with SEND learn the same curriculum as their peers.

The school supports pupils to learn what it means to be responsible, respectful and active citizens. Pupils write to the local council in support of community road safety. Pupils also volunteer for the warm spaces project which takes place at the local church. Through assemblies and the wider curriculum, pupils learn about people from different backgrounds, faiths and beliefs. Pupils develop an understanding of equality, tolerance and differences. They understand the importance of positive physical and mental health.

Pupils from disadvantaged backgrounds benefit from clubs and activities the school offers. Most pupils attend school regularly. There are effective strategies to support pupils who do not attend well. Many parents told us their children are happy coming to school and commented on the positive, friendly atmosphere.

The trust provides a range of high-quality training opportunities for teachers. This ensures they have strong subject knowledge. Staff, including those new to teaching, feel well supported.

Those responsible for governance are knowledgeable and have an accurate understanding of the school's strengths and areas for development. They offer effective support and challenge to ensure pupils achieve well and are safe. They understand their statutory responsibilities and work with the trust to improve the standard of education for all pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, assessment is not used well. Teaching does not always check with precision what pupils know and remember. When this happens, pupils do not have secure knowledge. The trust needs to ensure that teachers use assessment effectively so that pupils secure and deepen their subject knowledge.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147360
Local authority	Gloucestershire
Inspection number	10298084
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	Board of trustees
Chair of trust	Mr Tim Brock
Headteacher	Richard Lucas
Website	www.st-matthews.gloucs.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- St Matthew's Church of England Primary School is part of the Diocese of Gloucester Academies Trust (DGAT). Since the trust's formation in 2012, it has grown and now consists of 21 primary schools.
- The school does not use alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, other senior leaders, including those who oversee special educational needs, the designated safeguarding leads, the deputy chief executive officer of DGAT, the chair of the trust and the chair of the school's local governing board.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, inspectors held discussions about the

curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record, took account of the views of leaders, staff and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered 39 responses to the online survey, Ofsted Parent View, including 22 free-text responses and 22 responses to the staff survey.

Inspection team

Lorna Buchanan, lead inspector

Ofsted Inspector

Andrew Evans

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023