

Inspection of Mattersey Primary School

Thorpe Road, Mattersey, Doncaster, South Yorkshire DN10 5ED

Inspection dates: 25 and 26 June 2024

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 Good

What is it like to attend this school?

Mattersey Primary School is at the centre of the community. Staff and pupils are proud to represent the school. One pupil summed up the views of many when he stated, 'Everyone matters at Mattersey.' Staff know the pupils and their families well. Pupils talk positively about the 'family feel' to the school.

Pupils show care towards each other. Older pupils ensure that younger pupils are involved in games at breaktime and lunchtime. Staff have clear expectations of pupils. Most pupils live up to these expectations. Pupils who occasionally require additional guidance to regulate their behaviour receive the support that they need.

The school ensures that pupils access a range of trips which enhance their understanding of the curriculum. Pupils enjoy these experiences. Older pupils talk with enthusiasm about a recent visit to London, where they visited the Houses of Parliament. Others talked about the pleasure they took in learning about science at the National Space Museum.

Parents are overwhelmingly positive about the school. One parent echoed the views of many when they stated, 'My children are very happy here. If my child is struggling with anything, they get the support they need.'

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

The school has worked hard to ensure that the curriculum is well sequenced and maps out the knowledge that pupils should learn. In most subjects, the curriculum ensures that pupils have the opportunity to regularly revisit their learning. This helps pupils to remember what they have studied and to make connections between current and prior learning. The curriculum in the early years is ambitious and has been designed to prepare children for key stage 1. However, the school has not yet ensured that all children develop the communication skills they need to support future learning.

Teachers' subject knowledge is secure. In most lessons, teachers check pupils' understanding and address pupils' misconceptions. In some subjects, the activities that pupils complete have not always been matched to their existing knowledge. On occasion, in these subjects, pupils of different ages and prior attainment complete the same work. As a result, some pupils do not consistently have the opportunity to deepen their understanding.

Reading is prioritised. Pupils read a wide range of texts, including those written by, and about, people from various backgrounds and cultures. The books that pupils read have been carefully matched to their ability. Children start to learn to read from the moment they start the school. Well-trained staff help children to become accurate and speedy readers. They promptly identify those who would benefit from additional support. This support is instigated quickly to ensure that pupils do not fall behind their peers.

In the early years, time is devoted to ensure that staff quickly establish positive relationships with children. The school has identified that the learning environment in the early years does not always support children to develop their knowledge. The school has begun to address this. However, children do not yet consistently benefit from opportunities to learn independently or to apply what they have learned independently. They are not routinely prompted to talk about their learning in a way which promotes reflection and develops their skills of communication.

Pupils with special educational needs and/or disabilities (SEND) have their needs identified quickly and accurately. The school ensures that support is put in place to help them learn the curriculum. Teachers adapt their lessons to ensure that learning is broken down into small steps so that all pupils develop their knowledge and understanding.

Pupils' behaviour around the school is calm and orderly. Some pupils do not attend school as often as they should. The school is doing all that it can to improve attendance and support families in ensuring that children attend well and arrive on time.

Pupils take up a range of opportunities to enrich their learning. For example, older pupils visited the National Justice Museum to support their learning about the rule of law and individual liberty. Pupils learn about religions and cultures different to their own. They recognise the importance of being respectful to other people.

Governors understand their roles. They are active in supporting the school and challenging leaders. The school is well led and managed. Staff are proud to work at the school. They feel valued and part of a team.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the early years, the school does not always use the learning environment effectively, to support children's learning and develop their ability to talk about what they are learning. As a result, children do not always have enough opportunities to apply what they have been taught or to learn independently. The school should support staff to make better use of the learning environment inside and outside, providing a firm foundation for children's subsequent learning and to aid their communication skills.
- Sometimes, in the mixed-age classes that pupils learn in, teachers have not ensured that the work pupils complete has been matched precisely to their existing understanding. This means that pupils' knowledge of important subject

content is not as developed and embedded as it could be. The school should ensure that it builds on its current offer to ensure that staff have the training and expertise required to deliver the ambitious curriculum consistently and effectively to mixed-age classes.

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 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	122655
Local authority	Nottinghamshire County Council
Inspection number	10298443
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	36
Appropriate authority	The governing body
Chair of governing body	Christopher Bailey
Headteacher	Lucy Wilson
Website	www.mattersey.notts.sch.uk
Date of previous inspection	17 January 2023, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.
- The school works in collaboration with two other local primary schools.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives into reading, mathematics and history. Inspectors discussed the curriculum with leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.

- Inspectors also met with the headteacher to discuss the wider curriculum and looked at books connected to science and writing.
- Inspectors considered a wide variety of school documents, including the school's self-evaluation document and development plans.
- To evaluate the effectiveness of safeguarding, the 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 also took into consideration responses to Ofsted's online survey for parents, Ofsted Parent View, and considered the results of the staff and pupil surveys.

Inspection team

Roxanne Fearn-Davies, lead inspector His Majesty's Inspector

Michael Wilson Ofsted Inspector

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