

# St Matthew's CofE Primary School and Nursery

Inspection report

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<b>Unique Reference Number</b>	107303
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	309370
<b>Inspection date</b>	19 September 2007
<b>Reporting inspector</b>	Roger Gill

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	357
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Alice Snowden
<b>Headteacher</b>	Mrs Patricia Idle
<b>Date of previous school inspection</b>	30 June 2003
<b>School address</b>	Mayo Avenue Bradford West Yorkshire BD5 8HT
<b>Telephone number</b>	01274 731693
<b>Fax number</b>	01274 771690

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## Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement; the quality of teaching and learning; and the impact of leadership and management on achievement. Evidence was gathered from the school's judgements about attainment on entry, test results, teachers' records, observations of teaching, pupils' current work and discussions with senior managers, subject leaders and governors. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is a large school situated in an area of considerable deprivation. The school has expanded since its last inspection and is now two-form entry. This has resulted in a sizeable building programme that started in 2005 and is ongoing. The proportion of pupils from minority ethnic backgrounds, the majority of whom speak English as an additional language, is well above average. The number of pupils with learning difficulties and/or disabilities is above average. Recently, the school has admitted many pupils who cannot speak English at all, typically from Eastern Europe. The numbers of pupils entering the school after the normal point of entry in Nursery or Reception is high. The school has gained several awards: Investors in People; Investors in Pupils; The Basic Skills Award; The Healthy Schools Award; and The Drugs Charter Mark.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school. Parents speak highly of their confidence in their children's education. One parent summed it up by saying that, 'St Matthew's ticks all the boxes for me.' The school works hard at creating strong partnerships. For example, as a mark of the school's resolve and the parents' enthusiasm, teachers recently presented a workshop, attended by thirty parents, in pursuit of improving pupil's mathematics.

Inspection findings confirm parents' positive views. Pupils are also appreciative of what the school offers them. Older pupils announce proudly that racism is not an issue in this multicultural school. They feel safe, know about being healthy and contribute, in many ways, to the way that the school is run. The many newcomers are welcomed warmly and the increasing numbers of pupils with learning difficulties and/or disabilities are included seamlessly.

Pupils' good personal development is shown in the way that the majority behave well and enjoy lessons. The headteacher and learning mentors work diligently with the few, mainly boys, who find it hard to mix in well or to control their emotions. Keen attitudes, from most pupils, are matched by good progress in learning. The school is cautious in its self-evaluation and judges achievement as satisfactory. The inspection found achievement to be good. The school's reticence is caused by a determination to leave no stone unturned in making learning better. Progress in mathematics is less well advanced than in English and science, which causes the school to play down the bigger picture of good achievement.

Success in promoting pupils' learning is shown by the broadly average standards reached by the end of Year 6 in the last three years, even in mathematics. These standards, which are evident for pupils currently on roll, represent a good leap forward from the very low skills with which children enter the school. Nevertheless, in mathematics, pupils' ability to calculate and solve problems on paper and in their heads is weak. The curriculum is continually being refined to meet the needs of the school's fast changing population. It is good rather than first-rate at the moment because innovations to add a more creative approach for pupils in Years 1, 2 and 3 have only just been implemented. Moreover, the hardware to teach information and communication technology has only just been brought up to full capacity.

Teaching has a good effect on pupils' progress because the majority of lessons combine very apt tasks with fun ways to learn. The headteacher, very ably supported by the deputy headteacher, guides teaching behind the scenes. They are superb at using records of pupils' previous achievements to set new targets. As a result, activities are generally planned with precision. Most teaching is good. In otherwise satisfactory lessons, tasks are not always focused enough on pupils' different needs, for example, challenges for higher attaining pupils. Consequently, some pupils become restless at moments when teaching lacks the drive found in the best lessons. The school's efforts to develop writing have had a strong effect on the way that pupils talk about their targets. By contrast, they are less confident in talking about their next steps in mathematics because targets have only just been given in this subject.

The school's leadership has tackled many barriers to learning of late. The inevitable disruption caused by the building work, the influx of new pupils from abroad and the higher incidences of pupils with learning difficulties and/or disabilities have tested the school's reserves and resources. The headteacher has been excellent in ensuring that these challenges have been managed in an effective and efficient way. The deputy headteacher has devised a very effective way of organising the teaching for pupils who find learning difficult. This is most successful in

the way that it capitalises on the increasing skills of teaching assistants. Progress for these pupils is good.

The school's detailed knowledge of its strengths and weaknesses is due to the meticulous approach by senior managers in checking up on teaching and pupils' learning. Subject leaders and others play their part well. They have recently conducted a thorough evaluation of their subjects, but it is too soon for their action plans to have been fulfilled. For example, the issues relating to slower progress at times in mathematics are now well known and plans have been laid for improvement. The very supportive governing body is also beginning to take a stronger lead in evaluating the school's performance and is well placed to become even more involved. The school has a good capacity to become even more successful now that leaders at all levels understand what needs to be done.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children get off to a swift start in the long established and well run Nursery. Skills on entry are well below those typical of the children's age. Many speak very little English when they arrive. Others find it hard to socialise or do things for themselves, which limits their progress at the start. Nevertheless, as a result of the good teaching they receive, children learn quickly. Teaching in the Nursery makes good use of more advanced children to act as models and guides for their peers, particularly in the acquisition of basic spoken English. Good teaching in the Reception classes has been maintained despite the building work and staff changes. Children's learning is more settled this year, partly because the accommodation is better: the smooth transition from Nursery to Reception is back on track. Children do not reach the national goals for their age at the end of Reception but have done well given their starting point.

### **What the school should do to improve further**

- Raise standards in mathematics, particularly in respect of pupils' skills in mental arithmetic, calculations and problem solving.
- Improve the quality of teaching by ensuring that tasks are consistently matched to pupils' needs.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for your help when I inspected your school. I thoroughly enjoyed my day with you all.

You go to a good school, but you know that already. Many of you told me how much you enjoy your time at school owing to the interesting lessons and fun things to do after school. I was also fascinated to hear about how children from many backgrounds and religions get on well together. I really enjoyed having my lunch with members of the school council, official helpers and house captains. They told me how well the school helps you all to succeed.

You make good progress in most lessons. Well done. My observations of lessons and discussions with children, who brought their English and mathematics books along, taught me a lot. Your headteacher is correct in saying that teaching is good and most of you try hard in lessons.

I know everyone wants to do even better and I have suggested two things that will help. Firstly, I have asked your teachers to speed up your learning in mental arithmetic, sums and word problems. Secondly, I have asked them to make sure that the work you are given always makes you think and work hard.

You can all help the school do better by trying hard with your mathematics. Also, you should tackle, with enthusiasm, any extra challenges that come your way.