

# Matravers School

## Inspection report

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<b>Unique Reference Number</b>	126510
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	340994
<b>Inspection dates</b>	28–29 April 2010
<b>Reporting inspector</b>	Christopher Russell

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>	Comprehensive
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1063
Of which, number on roll in the sixth form	128
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Millard
<b>Headteacher</b>	Chris Dark
<b>Date of previous school inspection</b>	24 January 2007
<b>School address</b>	Springfield Road Westbury BA13 3QH
<b>Telephone number</b>	01373 822666
<b>Fax number</b>	01373 824283
<b>Email address</b>	admin@matravers.wilts.sch.uk

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<b>Age group</b>	11–18
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## Introduction

This inspection was carried by two of Her Majesty's Inspectors and three additional inspectors. Thirty-eight lessons were observed, taught by 35 teachers; there were also a number of briefer visits to lessons. Meetings were held with students, staff and governors. As well as observing the school at work, inspectors looked at a wide range of documentation, 133 questionnaires completed by parents, and questionnaires completed by staff and students.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of work done to increase the rigour and impact of monitoring and evaluation across the school
- the effectiveness of the work done to improve teaching, and its impact on consistency
- the effectiveness of target-setting, assessment and marking
- the impact of the curriculum at Key Stages 4 and 5 on students' achievement and enjoyment.

## Information about the school

Matravers School is an average-size school serving the town of Westbury and its outlying villages. Almost all students are from White British backgrounds. The proportion of students identified as having special educational needs and/or disabilities is similar to that seen nationally, but has increased in recent years. The school is a specialist arts college.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Matrovers School is providing a satisfactory standard of education, as it was when it was last inspected three years ago. The school has a satisfactory capacity to improve: leaders have an accurate and realistic understanding of the school's effectiveness and a number of areas of the school's work have improved; students' achievement is also beginning to rise, although the rate of improvement over the last three years has been rather slow.

These are the two main barriers to further improvement - the first is the most important:

- While there is much good teaching, the overall quality is variable; it is not strong enough to enable students to make good (rather than satisfactory) progress. There have been some improvements, but the work of leaders across the school does not focus sufficiently sharply on this as the key priority for the school.
- While there have been some useful developments to the curriculum, the range of courses offered at Key Stages 4 and 5 is still narrow; it does not capture the interest of the wide range of students as fully as it might.

The way in which the school supports and cares for its students is a particular strength. Despite its difficult site, the school is a very pleasant place to be and students feel safe and secure. Students are polite and friendly, and the vast majority behave very well. Relationships between staff and students are very good. The school's work as a specialist college is also a significant strength.

## What does the school need to do to improve further?

- By July 2011, improve students' learning and progress so that they are good or better in at least 75% of lessons by ensuring that:
  - all teachers use information about students' targets and achievement when they plan their lessons to ensure that lesson activities match different students' targets and current attainment levels more closely
  - all teachers make full use of assessment techniques and strategies in their teaching to check, support and develop students' learning during the lesson
  - all teachers provide regular feedback to students that gives them a clear understanding of how to improve their work
  - leaders at all levels focus more sharply on the key priority of improving the quality of teaching and learning (both across the school and at the level of the individual teacher).

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- Review and develop the curriculum (at Key Stages 4 and 5 in particular) to ensure that it meets students' needs, interests and aspirations more closely, enabling them to enjoy learning and achieve more.

## Outcomes for individuals and groups of pupils

**3**

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Students are well cared for and supported. Students with acute and complex needs, and those identified as having special educational needs and/or disabilities, are particularly well supported.

The quality of teaching is variable: while much is good and little inadequate, the majority is satisfactory. Teachers have strong subject knowledge and very positive relationships with their students. There are also some very effective subject departments. However, in many lessons:

- teachers make limited use of information about students' targets and current achievement when they plan their lessons, which means that activities are not

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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matched closely enough to the attainment levels of different students

- teachers do not check and reinforce students' learning sufficiently as the lesson progresses
- students are given too much time to work through activities, slowing the pace of the lesson

Feedback to students is also variable in its frequency and usefulness: it does not always give students clear enough information about how to improve their work.

While the vast majority of students behave very well, leaders have recognised the need to revisit and re-develop their behaviour management procedures to ensure that staff are able to respond consistently to any incidents of misbehaviour that do occur.

The curriculum is adequately matched to students' needs. However, while increasing, the range of more applied and vocational courses that students are able to follow is rather limited.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

How well do leaders across the school drive improvement'

Extensive systems are in place to enable leaders to evaluate the school's work and plan for future improvement. This gives them a clear understanding of the school's effectiveness and, in particular, the strengths and weaknesses in teaching ' inspectors observed many lessons jointly with a number of leaders and, in each case, the leader was able to analyse and judge the quality of the lesson accurately. However:

Governors provide a range of help and support to the school and a satisfactory level of challenge; this is increasing as a result of some useful recent work. The way in which governors challenge leaders about safeguarding is a particular strength.

How good are other aspects of leadership and management'

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Sixth form

The quality of education in the sixth form is satisfactory, as it was at the time of the last inspection.

- Students achieve average examination results, although retention rates in Year 12 are rather low. Sixth form students take on some responsibilities in the school, although opportunities to do so are rather limited.
- The overall quality of sixth form provision is satisfactory. There is much good teaching, although this is yet to make a significant impact on examination results. As a small sixth form, the curriculum is quite narrow, although the range of advanced courses is quite wide given student numbers. Students are cared for well, but the school's guidance does not always ensure that they get onto the right courses.

Leaders monitor the quality of sixth form provision, but the systems for ensuring that weaknesses are remedied lack rigour.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>3</b>
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

## Views of parents and carers

A relatively small proportion of parents and carers made comments on their questionnaire returns. There was a mixture of positive and negative comments, with no

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real pattern to the concerns that were raised.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Matravers School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 133 completed questionnaires by the end of the on-site inspection. In total, there are 1,063 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	27	80	60	15	11	1	1
The school keeps my child safe	25	19	105	79	2	2	0	0
The school informs me about my child's progress	33	25	89	67	6	5	1	1
My child is making enough progress at this school	34	26	78	59	13	10	0	0
The teaching is good at this school	22	17	86	65	10	8	1	1
The school helps me to support my child's learning	16	12	92	69	17	13	3	2
The school helps my child to have a healthy lifestyle	15	11	85	64	26	20	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	21	86	65	6	5	1	1
The school meets my child's particular needs	21	16	98	74	7	5	1	1
The school deals effectively with unacceptable behaviour	24	18	70	53	24	18	1	1
The school takes account of my suggestions and concerns	13	10	82	62	19	14	3	2
The school is led and managed effectively	35	26	78	59	14	11	1	1
Overall, I am happy with my child's experience at this school	42	32	82	62	6	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



30 April 2010

Dear Students

Inspection of Matravers School, Westbury, BA13 3QH

Thank you for your help and for taking the time to talk to us during the recent inspection. I am writing to you to tell you about our main findings. We judged the school to be satisfactory. A number of things have improved in the three years since the school was last inspected, although the general rate of improvement has been a little slow.

We found that the school has a very nice atmosphere and students are very polite and friendly. The vast majority of you behave very well in lessons and around the school, but we recognise that a small minority sometimes misbehave. Staff care for and support you very well and you told us that you feel very safe and secure in school. Your attendance has improved a lot over the last few years.

There are two important things that the school needs to focus on ' the first is the most important:

- Ensure that more lessons are good. While many are good, a lot are satisfactory and this is limiting the progress that you are able to make and your enjoyment of learning.
- Develop the curriculum so that you can follow a broader range of courses at Key Stages 4 and 5.

The school's leaders have a good understanding of the school and its strengths and weaknesses. We have asked them to focus in particular on enabling you to make good progress in more of your lessons.

Best wishes from the inspection team.

Chris Russell

Her Majesty's Inspector

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