



School Review Report

Trafford Children and Young People's Service

School	St Matthew's CE Primary
Headteacher	Tom Johnson
Chair of Governors	Bernice Garlick
Review Leader	Karen Samples
Other Team Members	Janet Du Cros Emma Newton Ruth Holland
Dates	8th – 9th November 2016

Background Information about the School

The school's contextual characteristics indicate that St Matthew's CE Primary School is a smaller than average primary school although the number on roll has increased slightly over time. The percentage of pupils on free school meals is well above the national average. Pupils from ethnic minority groups have increased over time and remain well above the national figures. The proportion of pupils with English as an additional language is also significantly above the national figure. Both the percentages of pupils with SEN at school action and at school action plus or with a statement are well above the national average. Pupil stability remains below average and the deprivation is above the national figures.

The headteacher was recently appointed in March 2015.

The school was last inspected in March 2013 and graded as Good.

The school was asked to address the following:

- A small minority of teaching requires improvement and there is not yet enough that is outstanding.
- Teachers do not always provide pupils with lively and stimulating activities that challenge their thinking.
- Sometimes teachers talk for too long and this limits the amount of time pupils have to work things out for themselves or to learn by working together, such as in groups.
- Systems used by school leaders to collate and review information about pupils' progress do not show clearly enough how well pupil groups are progressing.

Evidence Base for the Review

The purpose of this School Review is to provide support and validation for the headteacher.

This School Review included an overall review of EYFS and a review of Teaching and Learning in Key Stages 1 and 2.

EYFS

- Observation of a teaching in both the Nursery and Reception Classes
- Review of indoor and outdoor provision
- Discussion with the EYFS Leader

Teaching and Learning in KS1 and KS2

- Observation of all year groups in English and Mathematics
- Review of data provided by the school
- Scrutiny of children's work books
- Discussion with the School Council

Early Years Foundation Stage

Effectiveness of the early years provision

Following observations and discussions with staff, the following were identified:

STRENGTHS

- Classroom management and organisation
- Children's behaviour
- Staff interactions with children
- Teaching through adult-directed activities

AREAS FOR DEVELOPMENT

- Further develop opportunities for teaching and learning outdoors
- Identify key learning points for each area of provision
- Ensure accuracy of assessment
- Ensure the Early Years development plan has clear targets which are informed by key data messages

Teaching and Learning in Key Stages 1 and 2

Lesson observations

Summary of lessons observed:

Where teaching and learning was effective many of the following features were evident:

- Teachers set high expectations of themselves and the children. Staff have a strong desire to do well, to improve their practice and to ensure pupils attain well and make good progress.
- There is a good climate for learning where, in the majority of lessons seen, pupils made good progress. In the best lessons, pace was effective, the learning pathway was clear and activities were accurately pitched to meet the needs of all learners.
- Pupil attitudes to learning are extremely good. They demonstrate a keen and willing attitude to their tasks, reflecting their positive attitudes to learning. They collaborate well and support and mentor each other effectively.
- Pupil / teacher and pupil / pupil relationships are very strong, built on mutual respect, tolerance and encouragement, and this was evident throughout the school.
- Good classroom management is clearly embedded through well-established routines. This enables smooth transitions throughout lessons and no time is wasted.
- The majority of lessons were differentiated to ensure high challenge for all.
- A variety of active learning structures are used appropriately and effectively to support learning and to ensure 100% engagement and participation throughout the lesson.
- Teacher's higher order questioning based on clear subject knowledge helps to expand and develop pupil thinking. The opportunities for children to articulate their understanding was particularly strong in mathematics.
- Teachers check for pupils' understanding and levels of confidence, so they are able to progress the learning more effectively. Misconceptions are dealt with

quickly and effectively and used as key teaching points where appropriate, thus facilitating learning.

- Effective use of TAs is made to enhance teaching and learning for all.
- Clear systems have been implemented to further enhance the teaching of phonics and maths throughout the school. Through clear planning, rigorous tracking and targeted support, the attainment in these areas are set to improve as evidenced in the school's internal data.

To improve teaching and learning further, it is recommended that:

- ***Whilst striving for improvements in attainment, ensure there are sufficient opportunities for children to embed and consolidate learning and fluency, particularly in Key Stage 1.***

Subject Leader Interviews

The English and Maths Subject leaders and the SENCo have developed an accurate understanding of the strengths and areas for in their subjects.

Clear action plans have been devised to improve outcomes for children and thorough and detailed monitoring takes place to ensure targeted support is implemented where necessary. The consistency of practice throughout school reflects this.

Behaviour & Safety

The pupils' behaviour is superb and children are polite, respectful and friendly. Children are clear about the expectations of the behaviour policy and conduct themselves admirably at all times. Not only was this seen in lessons, but also during collective worship, which was planned and delivered by the worship leaders.

The representatives of the school council were invited to share their thoughts and opinions of the school.

Pupil Voice

- Pupils spoke highly of the school and were extremely positive about all aspects of school life. They are clearly confident and articulate children with a strong understanding of the shared values of the school.
- They found lessons interesting and challenging and stated that they are encouraged to work hard.
- They reported that there was no bullying in school though sometimes minor arguments occurred which were resolved.
- They said they make friends easily and teachers are kind.
- Pupils said they feel safe in school and there is nothing they would change.

Scrutiny of pupils' work

A sample of pupils' work from both key stages in English and Mathematics across a range of attainment levels, were scrutinised.

Strengths of Marking:

- Books, in nearly all classes, are clean and tidy and obviously carefully looked after.
- In most books, presentation is good and pupils take care to ensure a high standard in both core and non-core subjects.
- Teachers mark work regularly and the agreed policy is implemented consistently.
- Positive comments are used to encourage pupils or reinforce achievement.

•Marking indicates what the children need to do next to improve and in most books, children respond to teacher comments and challenges with the use of a green pen.
•Good evidence of coverage in maths books with many examples of reasoning, problem solving as well as calculations.
Books reflect a good range of work.

Recommendations:

- ***Continue to ensure that the next steps used to inform the children about how they can improve are manageable and purposeful.***
- ***Ensure that there are planned opportunities for high quality English and Maths teaching and learning across the curriculum.***

Assessment and Tracking

The SLT have created an effective assessment strategy which is shared throughout the school. Minimum targets for each child have been identified based on prior attainment through FFT and are shared with staff as part of the appraisal process.

Systems are in place to track the progress of all groups of children, and underachievers are identified swiftly through effective monitoring and targeted interventions and support implemented.

Leadership and Management

All senior leaders have a clear vision for the school, reflecting the school's mission statement, "Let your light shine", and are clear as to how they will get there. The Head and the Senior Leadership Team have embraced the task of moving the school forward with enthusiasm, energy and commitment and have worked tirelessly to ensure improving standards of attainment and outcomes, embracing the challenging context of this school and ensuring outstanding care and guidance for all children.

They have an accurate view of the school and the SDP reflects clear priorities for development, based on timely milestones and appropriate success criteria.

A detailed provision map is in place to ensure targeted support for vulnerable groups and the impact of this is monitored regularly. Specific training needs for additional adults have been identified to develop skills and expertise.

All work hard to ensure the very best for the community they serve.

Karen Samples
School Improvement Adviser
November 2016