

St Matthew's CofE Primary School

Poplar Road, Stretford, Manchester M32 9AN

Inspection dates

4–5 May 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The new leadership team is successfully driving improvements after recent instability in staffing and a decline in outcomes. As a result, current pupils are making good progress.
- The headteacher and the senior leadership team have a clear vision for the school and are highly effective in putting this vision into action.
- Governors are knowledgeable and make a good contribution to shaping the strategic direction of the school.
- Since the last inspection, leaders have put the right actions in place to improve the quality of teaching, learning and assessment. As a result, the quality of teaching is good and standards are now rising.
- The curriculum gives pupils a range of experiences that prepare them well for the next stage of their education. The school makes good use of its excellent grounds to enrich the curriculum. The teaching of art and music is particularly strong and pupils achieve well in these areas.
- The curriculum is underpinned by the very good work which staff do to promote pupils' spiritual, moral, social and cultural development. The school's values of 'compassion, respect and peace' permeate all aspects of school life.
- Parents are overwhelmingly positive about the school and appreciate the work that staff do to help their children learn well. They know that the strong relationships between all members of the school result in pupils feeling safe.
- Pupils' personal development, behaviour and welfare are good. Pupils behave well in lessons and around school and are polite and friendly. Pupils say that any bullying incidents are dealt with swiftly.
- The majority of current pupils make good progress from their starting points in a range of subjects. This is not consistently rapid enough in some aspects, such as for the most able disadvantaged pupils.
- Provision for pupils who have special educational needs and/or disabilities has improved and the progress of current pupils is increasing. The new special educational needs coordinator has rapidly got to grips with the challenges of the role. However, she has not yet had time to have sufficient impact on outcomes, including improving the attendance of this group of pupils.
- The progress of children in the early years is improving so that more of them are meeting the expectations for their age. Occasionally, children are not given enough support and challenge to extend their learning.

Full report

What does the school need to do to improve further?

- Ensure that the quality of teaching promotes good or better progress and outcomes so that there is no variability for groups of pupils by:
 - making sure that the most able disadvantaged pupils are identified early and are well supported to achieve a high standard in English and mathematics
 - building on the strategies in place to improve standards and attendance for pupils who have special educational needs and/or disabilities.
- Improve teaching, learning and assessment in early years by making sure that when they are working independently, adults check frequently that they are making good use of their time so that learning is extended to the full.

Inspection judgements

Effectiveness of leadership and management

Good

- Leadership at all levels has changed substantially over the last two years. The headteacher has managed these changes very well, providing high-quality leadership. His determination to make St Matthew's a school where everyone feels proud to belong is reaping rewards. Pupils, parents, staff and governors speak very highly of the improvements he has made to make the school such a happy place in which to work and learn.
- New assessment systems introduced across the school by the recently appointed deputy headteacher give detailed information about the progress of individual pupils. This supports teachers in directing the next steps pupils need to take. These systems also allow leaders to give headline information in a clear and succinct way that is understood by all. This means that they are able to respond quickly when the progress of individuals or groups of pupils falls behind.
- Pupils' spiritual, moral, social and cultural understanding is at the heart of the school's work. The use of the United Nation's Convention on the Rights of the Child helps pupils learn about rights and responsibilities.
- The curriculum is relevant and diverse. The school library reflects books from every language spoken by members of the school community, including Urdu, Arabic, Mandarin and Russian. The work in pupils' books evidences learning about a range of different world faiths such as Judaism and Hinduism. Subjects like personal, social and health education are used skilfully to challenge stereotypes. For example, the whole school considered transgender diversity when visited by a local theatre group performing a non-traditional fairy story.
- The school is proud of its commitment to teaching children about British values. This was evident when the school council was invited to a citizenship ceremony to sing the national anthem to new immigrants to the country who were swearing the oath of allegiance.
- The newly appointed special educational needs coordinator has made a good start to her work in a short space of time. Her enthusiasm for the role, and the resulting improvements already seen in pupils' outcomes, are infectious. She has gained a clear view of what needs to be done to most effectively support pupils who have special educational needs and/or disabilities. It is still early days, but effective structures and foundations have already been put in place, including careful tracking of pupils' progress across the year. Leaders are aware that targets are not sufficiently focused to ensure that progress is consistent and attendance improves across the school for this group of pupils.
- The additional government funding to promote sport and physical education is spent effectively. It is used well to provide professional development and training for staff and increase pupils' participation in sporting activities during and after school. Leaders and governors carefully monitor the use of this funding.
- Leaders and governors target the additional funding for disadvantaged pupils carefully, for example by employing an attendance officer to work very closely with individual

pupils and their families. This initiative is paying off and the attendance of disadvantaged pupils has improved rapidly. Additional support for reading interventions and mathematics catch-up sessions is having a positive impact on the progress that disadvantaged pupils make. Leaders evaluate the impact of the funding thoroughly and know that further work is needed to support high-ability disadvantaged pupils to make more progress.

- The majority of parents speak very highly of the school. They value the care and concern shown by staff and say that their children are happy and settled. They think that behaviour is good and that the school deals with any concerns promptly.
- The local authority has provided effective support to school leaders during the periods of leadership change and instability. It has recently supported the school through lesson observations and scrutiny of pupils' work. It endorses the school's self-evaluation of its own performance.

Governance of the school

- Governance of the school is effective. Governors are committed to, and are rightfully proud of, their school. They visit the school regularly to meet with individual staff or to focus on a particular area of improvement. They report their findings back to the relevant committee or the full governing body.
- Governors hold leaders to account. They carefully review the school's information and check this through their own observations and through discussions with leaders. They ask challenging questions about the school's performance to ensure that the information they have is accurate.
- Governors use the support from the local authority to check that the school is doing as well as it should. They use the information to help them develop plans for improvement and to prioritise funding.
- Governors also evaluate their own strengths and take part in regular training. This ensures that members of the governing body have the skills needed to support the school well.

Safeguarding

- The arrangements for safeguarding are effective. The new leader for safeguarding is having a positive impact and makes sure that staff are familiar with school policies and follow them carefully.
- Systems in place to keep pupils safe are robust. Staff recruitment procedures are thorough and well-trained school staff are deployed appropriately.
- The newly formed pastoral team includes a learning mentor who responds swiftly to any concerns left in the school's worry box. Pupils speak enthusiastically about the work she does to support pupils' emotional well-being.
- Pupils are confident that adults in school will help them if they have a problem and will deal with it quickly.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment across the school is good. The work in pupils' books shows that they make good progress from their different starting points in reading, writing and mathematics. Similar good progress was seen in other subject areas, including history and religious education. The school's own data shows that in a range of subjects, including art and music, well-planned lessons and good teaching leads to good progress.
- Pupils engage well in lessons and time is used productively because relationships between pupils and staff are good. Pupils grow in confidence and are encouraged to try new learning.
- Teachers use questions effectively to assess pupils' understanding and extend their learning. This good practice was evident during a mathematics lesson, where skilled questioning ensured that pupils made good progress in the understanding of subtraction.
- The teaching of phonics is good. From a low level of language acquisition on entry, pupils make progress and read with increasing fluency by the end of key stage 1 and with greater understanding and expression as they move through key stage 2.
- When writing, pupils are provided with high-quality texts upon which to base their work. This means that they experience a model of good practice. They are encouraged to think about how authors evoke emotion and create atmosphere in their writing. Pupils are challenged to write with flair and imagination and to draft and redraft their work. This helps to consolidate writing skills and the work in pupils' books shows that they make good progress in this area.
- In mathematics, teachers show good subject knowledge that contributes to the progress that pupils make. Work in books and observations of teaching demonstrate that well-planned tasks meet pupils' different ability levels, including those of the most able. New approaches to teaching are helping pupils to develop greater resilience in tackling more difficult questions and problems.
- Pupils who have special educational needs and/or disabilities are well supported, both in class and in small groups. There have been a number of changes recently that are helping these pupils to catch up, including providing extra training for staff to deliver special programmes. Work in pupils' books shows that the changes are beginning to make a positive difference.

Personal development, behaviour and welfare

Good

Personal development and welfare

- This inclusive school works hard to promote pupils' personal development and welfare, including encouraging them to be charitable, kind and considerate. An example is when, on the feast day of St Matthew, each year group leaves school to do community work. Activities include visiting a local care home to help residents to use iPads to communicate by video chat with their relatives. Younger pupils plant daffodils in pots and deliver them to local residents. They understand that they are making a positive contribution to the community.

- Pupils demonstrate a strong sense of pride in their school. They enjoy taking on roles and responsibilities such as that of 'school councillor' or 'play leader'. The school's commitment to being a 'Rights Respecting' school is clear. Pupils respond well to the high expectations placed upon them. They show respect for themselves and for each other.
- Pupils are taught to keep themselves safe online. They show good understanding of the dangers presented on the internet and an awareness of how to protect themselves.
- Stereotyping is challenged through the curriculum and in assemblies. For example, pupils learn about homophobic prejudice. Their knowledge of other forms of discriminatory behaviour is also well developed. Pupils who spoke with the inspectors were able to explain what racism is and why it is wrong.
- Pupils feel safe at school and trust the adults who work with them. They know that they can seek help if they need it. They appreciate that teachers tackle any bullying incidents swiftly and effectively.

Behaviour

- The behaviour of pupils is good. Staff model the school's values of compassion, kindness and peace in daily interactions with the pupils. This results in very positive relationships and mutual respect.
- Pupils fully understand the school's behaviour policy and are familiar with its rewards and sanctions. Pupils aim to gain as many team points as they can for good behaviour, strive to do their best and aspire to win a golden ticket.
- In lessons, most pupils are attentive and respond well to teachers' instructions. They hold their teachers in high regard. This is because good systems are in place to teach pupils to behave well.
- As they move through the school, pupils become more resilient in their learning and are better prepared to tackle some difficult tasks and challenges.
- The attendance of most pupils, including those who are disadvantaged, is improving and is almost in line with that expected of all pupils nationally. The few pupils who are persistently absent are carefully monitored and well supported to encourage better attendance. Some of these pupils have special medical needs or social circumstances that prevent them from arriving in school on time every day. The positive relationships which pastoral staff build with parents helps to improve attendance for some pupils.

Outcomes for pupils

Good

- From their different starting points, the majority of pupils in all year groups are making good progress and working at the expected standards for their age in reading, writing and mathematics.
- The dip in results seen in published data in 2016 is not typical. Staff absence and a legacy of weaker teaching have been tackled successfully. Work in pupils' books confirms the school's own judgement that most pupils who are currently in school are achieving well in a range of subjects, including reading, writing and mathematics. Good

and sometimes rapid progress is now being made across both key stage 1 and key stage 2. However, there are still pockets of weaker progress for some pupils, including high-ability disadvantaged pupils.

- The progress of pupils who have special educational needs and/or disabilities was slower than that of other pupils from similar starting points. Recent plans have been put in place that are beginning to show positive results. New systems enable staff to identify which pupils have gaps in their learning or need specialist support. Improved assessment and tracking procedures are helping staff to respond rapidly to identify any pupils at risk of falling behind. Staff make effective provision for these pupils in class, in small groups and individually. More pupils are making good progress because activities provided by teachers are well matched to their needs and abilities.
- The standards reached by children at the end of early years are rising. The proportion of children who achieved a good level of development in 2016 was slightly below that seen by all pupils nationally. The school's own information about current children shows that this gap is closing and that the proportion who are reaching the expected standards is similar to that for all children nationally.
- Changes to the way that pupils are taught phonics mean that they have lots of opportunities to read words aloud and practise the sounds that letters make. These changes are bringing about rapid improvements for pupils in early years and key stage 1.
- Pupils make good progress in other subjects. This is because they are provided with a rich and varied curriculum. For example, all pupils in Years 2, 4 and 6 have the opportunity to learn a musical instrument.
- Pupils who speak English as an additional language make good progress and often reach higher standards than their class peers. This is because they are well supported when they arrive in school and make rapid progress in acquiring language skills.
- Few disadvantaged pupils reach the higher levels of attainment by the end of year 2 or year 6. Senior leaders are aware of the need to accelerate the progress of the most able disadvantaged pupils.

Early years provision

Good

- The newly appointed leader for early years has audited provision and practice fully. He has a good understanding of what is working well and where improvements are needed to raise standards further. Leadership and management of early years are good.
- A high proportion of children enter the early years with skills and knowledge below those that are typical for their age and over a quarter of the children are unable to speak English. They make good progress during their time in Nursery and Reception. The number of children achieving a good level of development, although still below average, is increasing each year. As a result, a greater proportion of children are ready for their transition into Year 1. The number of disadvantaged children achieving a good level of development is also rising, but not as rapidly as non-disadvantaged children.
- Children in the Nursery quickly learn its routines and expectations and follow these well. They take turns, share equipment and respond readily to adult instructions. They

know where to sit when they are called to the carpet and are encouraged to develop independence.

- Phonics is taught systematically from Nursery onwards. The good subject knowledge of teachers and teaching assistants supports children in learning their letters and sounds.
- Gaps between the attainment and progress of boys and girls are closing because teachers have adapted the curriculum to capture the interests of boys more readily.
- Parents are encouraged to play an active part in school life. Opportunities for them to stay and play with their child are frequent. They are also encouraged to accompany their children on school trips, which can provide an opportunity for them to talk about their experiences when children arrive home.
- Leaders make sure that the necessary steps are taken to keep children in the early years safe and well. Staff are well trained to understand their responsibilities to safeguard children and develop positive relationships with them. This helps children to grow in confidence and begin to make choices by seeking out preferred activities and resources.
- Children benefit from a wide range of both indoor and outdoor resources that provide exciting and stimulating learning activities. However, opportunities are sometimes missed to help children make the most of their learning time when they are working independently. This happens when adults are focusing on particular groups and do not check often enough what other children are doing or support them in their learning. On these occasions children's learning is not fully extended.

School details

Unique reference number	106337
Local authority	Trafford
Inspection number	10024417

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	235
Appropriate authority	Local authority
Chair	Mrs B Garlick
Headteacher	Mr T Johnson
Telephone number	0161 865 1284
Website	www.stmatthews.trafford.sch.uk
Email address	admin@stmatthewscofE.co.uk
Date of previous inspection	12–13 March 2013

Information about this school

- Since the last inspection there has been significant changes to the leadership of the school. The headteacher was appointed two years ago and all other senior staff were appointed within the last 12 months.
- The school meets requirements on the publication of specified information on its website.
- St Matthew's CofE is an average-sized primary school.
- The proportion of pupils eligible for pupil premium funding is above average.
- The proportion of pupils from minority ethnic groups is higher than average.
- The proportion of pupils who speak English as an additional language is higher than average.

- The proportion of pupils receiving support for special education needs and/or disabilities is twice as high as national average.
- The proportion of pupils with a statement of special educational needs or an education, health and care plan is higher than average.
- The number of pupils entering or leaving the school at other than the usual times is above average.
- In addition to a breakfast club, the school offers a wide range of extra-curricular clubs for pupils.

Information about this inspection

- Teaching and learning were observed across all classes and key stages. Some observations were conducted jointly by the lead inspector and the headteacher.
- Meetings were held with the headteacher and deputy headteacher, subject leaders, governors, pastoral staff and a representative of the local authority.
- Inspectors listened to pupils read, scrutinised their work and talked informally with pupils during breaktimes.
- The views of pupils were also considered during more formal discussions with inspectors.
- Inspectors took account of the school's own surveys of pupils and parents.
- A wide range of the school's own information and documentation was studied, including: the school's own data on progress; self-evaluation and plans to raise attainment; improvement plans and records of the checks made on teaching and learning; records relating to attendance; behaviour and documents relating to safeguarding; and an external adviser's evaluation of the school's performance.
- Information about the performance management of staff and safeguarding practices was also examined alongside policy documentation.
- The opinions of staff were taken into account through formal and informal discussions and consideration of the seven responses made to Ofsted's questionnaire.
- The views of 21 parents who responded to the Ofsted Parent View online questionnaire were considered. Inspectors spoke to over 16 parents in the school and parents' comments communicated via free text were examined.

Inspection team

Cathy Parkinson, lead inspector	Ofsted Inspector
Aleksandra Hartshorne	Ofsted Inspector
Tina Cleugh	Ofsted Inspector

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