

Mattersey Primary School

Inspection report

Unique reference number	122655
Local authority	Nottinghamshire
Inspection number	380508
Inspection dates	8–9 March 2012
Lead inspector	Geof Timms

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	36
Appropriate authority	The governing body
Chair	Anne Mills
Headteacher	Sharon Patton
Date of previous school inspection	12 July 2007
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Age group	4–11
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Introduction

Inspection team

Geof Timms

Additional inspector

This inspection was carried out with two days' notice. The inspector observed eight lessons, taught by three teachers, for a total of over four hours, as well as spending other time looking at pupils' work. In addition, meetings were held with staff, a parent and members of the governing body, as well as pupils. The inspector took account of responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a range of assessment data, policies, reports and planning documents. Responses to 16 parental questionnaires were analysed.

Information about the school

This is a much smaller-than-average primary school. The proportion of pupils known to be eligible for free school meals is above average. A below average proportion of the pupils are from minority ethnic groups and very few have English as an additional language. The proportion of disabled pupils and those with special educational needs is average. The school meets current government floor standards. Quality Awards are held for the school's work in extended services and study support in the local and wider community, and it holds Healthy Schools status.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. The very small year groups mean results can vary widely year on year. Even so, from starting points that are often below those expected, pupils make good progress, especially in reading and mathematics, to reach broadly average levels. Pupils’ skills in writing are less well developed and, although improving, remain slightly below average. They do not have sufficient opportunities to write at length and in different genres. Achievement is not outstanding because progress is inconsistent over time and only a few pupils reach the higher levels in writing throughout the school.
- Children’s progress in the Reception year, and through Key Stage 1, is inconsistent. Good leadership of teaching has ensured that professional development has been provided to support identified areas for improvements and currently pupils’ progress is at least satisfactory. Staff have not had the time or opportunity to reflect in detail on their professional development in Key Stage 1 and the Early Years Foundation Stage. In Key Stage 2, very effective teaching supports good progress in most subjects. Interventions are well planned and effectively delivered; all groups including disabled pupils and those who have special educational needs make good progress throughout the school.
- Pupils’ behaviour is good in lessons and around the school. This has a positive impact on their learning and on how safe they feel at school. Pupils show strong support and commitment towards each other. Pupils talk very positively about how well they get on together and the lack of bullying. The parent and carers’ questionnaires are equally positive about how safe pupils feel in school.
- The school is well led and managed. The headteacher has created a strong and efficient team spirit and all staff work very well together. One of the school’s major strengths is its support in providing services for parents, pupils and the wider community. A well-planned curriculum provides good opportunities for pupils’ spiritual, moral, social and cultural development.

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What does the school need to do to improve further?

- Raise standards in writing so that more pupils reach the higher levels by:
 - ensuring recent changes to the teaching of writing become a regular part of all teaching
 - providing pupils with sufficient opportunities to write at length for different purposes and in a range of genres.
- Ensure staff have opportunities to reflect on and evaluate recent professional development in Key Stage 1 and the Early Years Foundation Stage, and embed these ideas in their day-to-day practice.

Main report

Achievement of pupils

Achievement is good; this was reflected in the good quality of work in most lessons during the inspection, and in the examples of pupils' work that was scrutinised. The progress pupils make from their varied starting points is good. Progress in the Early Years Foundation Stage has been inconsistent in the past. This is currently improving rapidly and children this year have made good progress especially in their ability to link letters and sounds (known as phonics), and in their knowledge and understanding of the world. Children's learning needs are well provided for in the wide range of adult-led and child-initiated activities. For example, in one good session in Reception, children explored the school grounds for 'minibeasts'. This work was followed up with a wide range of opportunities for children to reflect on what they found through creative activities. Children show pride in their achievements.

In Key Stage 1 progress is satisfactory and improving. In previous years attainment has been below average, partly due to the high proportion of pupils with special educational needs in the very small year groups. However, in 2011 attainment rose to broadly average and this represented some good progress. Work to improve pupils' handwriting skills has been successful and these are good. Current data shows that pupils are working at a level broadly in line with similar children nationally. Pupils' understanding of sounds and letters is good and their enjoyment of books is clear. In Year 1, for example, pupils enjoyed sharing their books and reading to an adult and could talk knowledgeably about their favourite stories.

In Key Stage 2 pupils' achievement is stronger and their progress more rapid. This is due to the experienced staff and strong teaching skills. In mathematics, progress is improving because extra staffing has been used to split the key stage into two groups. Groups who underachieved at Year 2 are provided with extra support and intervention groups are used effectively on a one-to-one basis or with small groups. Reading skills are extended effectively but writing at length remains weaker. This is due to past weaknesses in provision that the school has worked hard to address. A number of improvements to the curriculum and to the teaching of writing are yet to

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be fully embedded or to have had sufficient time to be reflected in pupils' work. Progress in information and communication technology is good and older pupils have a good level of skills and use the technology imaginatively to produce very effective newsletters or presentations with sound and illustrations.

Parents and carers are very positive about their children's achievements at the school. Pupils say that the school helps them learn new things. Good support is provided in lessons for disabled pupils and those pupils with special educational needs. There are no significant differences in achievement between any other groups of pupils.

Quality of teaching

The quality of teaching is good and this is reflected in the good progress made by pupils. Past inconsistencies in provision in Early Years Foundation Stage and Key Stage 1 have been addressed effectively. Teachers are beginning to improve their practice through professional development and their willingness to accept advice and work closely with other schools and the local authority. Pupils say the school helps them to do as well as they can and they clearly enjoy their learning. All parents and carers who returned questionnaires said that their children are making good progress and their individual needs are met. The inspection findings support these positive views.

Teachers provide a wide range of good activities, through the well planned curriculum. They teach about other faiths and cultures and this promotes pupils' spiritual, moral, social and cultural development well. Assemblies provide good opportunities for pupils to reflect on a range of spiritual matters. During the inspection, for example, a visiting speaker linked a very lively story from his life to the concept of trust and keeping promises. Examples of outstanding teaching show that imaginative and challenging activities are often provided for pupils. Teachers plan for the mixed age classes very effectively ensuring there is sufficient challenge for good learning. For example, high expectations were evident in a Key Stage 2 lesson on Viking poetry where the teacher asked challenging questions about the use of similes and metaphors.

Teachers effectively record and use a wide range of assessment information to carefully group pupils. This is a flexible arrangement so that pupils of different ages may work together based on their prior learning needs. This happens in the teaching of reading and in mathematics. The feedback provided for pupils orally and through marking is very helpful in aiding their good progress. All staff work closely together; this has a positive impact on the learning of disabled pupils, and of those with special educational needs. Teachers' careful planning, tracking of progress and very well taught interventions ensure these pupils make good progress.

Behaviour and safety of pupils

The school is a very harmonious community. Pupils' behaviour in lessons and around the school is good. This is typical over time as is evident in questionnaire responses and other evidence. Pupils are polite and friendly to those they know and respectful

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towards visitors. Their good behaviour in lessons helps their learning and they co-operate and collaborate effectively. This is evident, for example, by the way pupils in Key Stage 2 work together to plan and carry out an investigation into the ecology of the school pond. Pupils throughout the school enjoy talking about and sharing their work. Their enthusiasm for school is reflected in their above average attendance.

Pupils spoken to said behaviour was very good in lessons and at other times as well. Pupils have a good understanding of what constitutes bullying; they say there is no bullying in their school. Parents and carers are also very positive about behaviour in school and say their children feel safe and the school deals well with any issues that arise. These views are supported by the inspection evidence. One parent wrote that 'My son's achievements are publically recognised and rewarded at this school; this has increased his motivation and self-confidence and he is excelling in everything he does'. Relationships between pupils, teachers and parents are very supportive.'

Leadership and management

Leadership and management are good. The headteacher has created a strong team spirit and all staff say they are proud to be members of the school. This strong ethos is evident in much of the school's work. Leaders have a clear vision and are focused on raising standards.

One exemplary aspect of the school's work is its involvement with the local and wider community. This is done through a wide range of activities that have a positive impact on the school and pupils' learning. For example, links with the pre-school, the after-school club and other schools in a local collaborative arrangement help widen pupils' experiences in what is a fairly isolated rural setting. A link with a local archaeology project engages families and many other organisations while extending pupils' understanding of local history.

The headteacher has introduced a detailed tracking system that enables staff to see clearly how well their pupils are progressing. This means any underachievement is quickly recognised and addressed, plus extra support and expertise is highlighted to suit the needs of disabled pupils and those with special educational needs. With many clear improvements over a sustained period it is evident that the school has a good capacity to improve further.

The school's self-evaluation is accurate. Subject leaders are effective in developing new ideas and focusing on raising standards. They have good systems for monitoring their subjects through a range of activities including talking with pupils and observing lessons. The curriculum is broad and balanced and meets pupils' needs well, including the strong promotion of their spiritual, moral, social and cultural development. The experienced members of the governing body have a good understanding of the school's strengths and areas for improvement. A significant proportion of governors are new to the governing body. Training for new members is under way and the school has effective systems for them to visit the school and monitor its work to develop their skills but this is at an early stage. The school is very effective at promoting equality and tackling discrimination. Every effort is made to

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develop pupils' views and experiences of the wider world. The safeguarding arrangements fully meet current government requirements.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



12 March 2012

Dear Pupils

Inspection of Mattersey Primary School, Doncaster, DN10 5ED

Thank you for the way you welcomed me to your school recently. I really enjoyed my visit, reading your questionnaires and talking with many of you about your school. I especially enjoyed having lunch with you. Your behaviour in lessons and around the school is good. This is important because it helps the teachers provide you with interesting work as well as keeping you safe and happy in school. Keep it up!

Mattersey is a good school. I am sure that it will continue to improve in the future because you are all working so hard together to make it successful. You work really well, especially in reading, mathematics and information and communication technology. I have asked your teachers to try and help more of you improve your writing. You have sound basic skills and just need more opportunities to develop them further by writing longer pieces for different purposes and in different styles.

I think those of you in Reception, and Years 1 and 2, can make progress more rapidly. I have asked the school to check that new ideas and changes made by the staff will help more of you make even better progress.

Your headteacher provides good leadership and teachers work hard to give you some good, interesting lessons. I am very impressed with the way your school works with other schools and the local community to ensure you are learning basic skills well and this is helping you to get ready for secondary school and your future lives.

Thank you again for your friendliness and help. I hope that you continue to enjoy your time at Mattersey and keep working hard!

Yours sincerely

Geof Timms
Lead inspector

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