

St Matthew's Church of England Aided Primary School and Nursery Centre

Inspection report

Unique Reference Number	123557
Local Authority	Telford and Wrekin
Inspection number	359465
Inspection dates	13–14 July 2011
Reporting inspector	Vivienne McTiffen

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	330
Appropriate authority	The governing body
Chair	Rose Gregory
Headteacher	Glenn Calcutt
Date of previous school inspection	15 January 2008
School address	Church Road Donnington Wood, Telford TF2 7PZ
Telephone number	01952 386260
Fax number	01952 605284
Email address	glenn.calcutt@taw.org.uk

Age group	3–11
Inspection dates	13–14 July 2011
Inspection number	359465

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. They observed 19 lessons taught by nine teachers and two assemblies. Meetings were held with staff, groups of pupils and school leaders, including members of the governing body. Inspectors also spoke with parents and carers at the beginning of the school day. Inspectors observed the school's work, and looked at information on pupils' attainment and progress, the school's development planning, safeguarding documentation and samples of pupils' work. The inspectors analysed responses to questionnaires from 163 parents and carers, 140 pupils and 27 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Are all pupils, especially higher-attaining pupils and those in the junior classes, making the progress of which they are capable?
- To what extent do pupils from all groups contribute to the wider community beyond the school and have an understanding of being part of a multi-cultural society?
- How effectively does the school monitor pupils' progress and how rigorously do leaders and managers work towards improvement and raising attainment?
- Do children in the Early Years Foundation Stage make equal progress in all areas of learning and how effectively do assessment systems track how well they are doing?

Information about the school

This is a larger than average-sized primary school. The very large majority of pupils are of White British background. A small minority come from a range of other minority ethnic background, mainly from a Black African heritage. The proportion of pupils known to be eligible for free school meals is well above the national average. Very few pupils speak English as an additional language. The number of pupils with special educational needs and/or disabilities is well above average. The school has achieved National Healthy School status. It also has gained the Information and Communication Technology (ICT) Mark.

The school is a Centre of ICT Excellence with the Specialist Schools and Academies Trust. A resource centre opened in September 2006 to provide extra accommodation and ICT resources for the school and the wider community.

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?

2

The school's capacity for sustained improvement

2

Main findings

This good school provides an outstanding level of care and support for its pupils, resulting in well-developed personal qualities. Very high expectations of conduct lead to a harmonious school community and pupils' exemplary behaviour which plays a very important part in their learning. They listen very attentively and develop very positive relationships with each other and their teachers. Pupils are polite and value the wide range of opportunities the school offers. They enjoy learning and attendance is high. They willingly take on responsibilities, becoming ambassadors for excellent behaviour and promoting healthy lifestyles which they do with an exceptional level of understanding. They encourage others to conduct themselves well and confidently relate how to lead a healthy lifestyle. They enthusiastically engage in wide-ranging physical activities. Equally strong is pupils' excellent perception of how to be safe and recognise unsafe situations. They are very clear about who to speak to if they have a problem and are confident that issues will be dealt with by the school. They say they feel very secure and well cared for, a view supported by parents and carers. This is because the school has outstanding procedures for keeping pupils safe.

Partnerships with other organisations are excellent. A striking example is the school's commitment to being a centre of excellence for information and communication technology (ICT). This leads to enhanced provision to benefit pupils and those beyond the school. Pupils learn to nurture and respect their environment through outside providers who use the school grounds to help them develop a deeper understanding of environmental issues. Other links, for example, with local schools and sports providers allow pupils' skills and talents to flourish and give wide ranging opportunities which the school alone could not provide.

Pupils achieve well. They make good progress from below typical attainment when they join the school so that, by the end of Year 6, they reach average standards in English and mathematics, although they do better in English. This is because the school instils an interest in reading and a love of books. Teachers share their passion for books, motivating pupils to write. The school is keen that all pupils do well. As a result, recent spending on books aims to increase boys' interest in writing to help them do better. In mathematics, attainment is rising. This is due to recent improvements so that pupils practise mental mathematics and do problem-solving work more often.

Teaching is good. Teachers have good subject knowledge and make sure activities are interesting, with plenty of chance to use computers. Pupils are encouraged to find out for themselves and become confident learners. Teachers skilfully recognise any misunderstanding in lessons so pupils are clear about what to do. Marking in pupils' books sets targets so they know how to improve. The school has made advances in analysing data to check how well pupils are doing but teachers do not use this information

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

consistently enough to match work to ability so all pupils make as much progress as they can.

The headteacher is central to the school's exceptionally strong ethos of care and respect. His exacting leadership sets very high expectations of staff and pupils. As a result, a calm and orderly learning environment maximises the use of space and outdoor areas so pupils benefit from interesting and well-resourced activities. The headteacher creates effective leadership teams, recognises individual qualities and promotes valuable staff development. Clear feedback to staff helps them understand how they need to improve their practice. Many teachers are involved in monitoring teaching and learning, although observations are not sufficiently focused on the quality of pupils' learning. The school recognises the areas it needs to develop, has ambitious plans for improvement and is relentless in its bid to move continuously forward and provide the best for its pupils. It has also made improvements in the monitoring of pupils' progress since the last inspection. In light of this and recent improvements in mathematics, the school is in a good position to continue to improve.

What does the school need to do to improve further?

- Raise attainment by:
 - ensuring teachers use assessment information consistently to match work to ability so all pupils make as much progress as they can
 - including a clear focus on what pupils are learning in the monitoring of teaching and learning.

Outcomes for individuals and groups of pupils

2

When they start in the Nursery and Reception classes many children's abilities, especially in literacy and numeracy, are below those typical for their age. As they move through the school they make good progress to reach average attainment by the time they leave. The school recognises the diversity of its community and is committed to meeting specific individual needs. This leads to good provision, especially for those with special educational needs and/or disabilities, strongly supported by excellent links with external agencies and competently provided by teaching assistants who quickly establish very positive relationships with pupils. As a result, all groups of pupils do equally well, including those known to be eligible for free school meals and those from a minority ethnic background. The very small number who speak English as an additional language make good progress in building their language skills.

Pupils keenly enjoy their learning, a view supported by parents and carers. Pupils excel at finding out for themselves. For example, in a good history lesson, they worked on a range of interesting tasks to find out about the Egyptians. Some sketched and described artefacts while others wrote their ideas about Egyptian beliefs. Others independently used computers to research aspects of Egyptian life and create a digital presentation. Pupils worked together and shared resources very well. They talked enthusiastically about what they were doing and made good progress in their historical understanding. This lesson made a good contribution to pupils' cultural understanding. This, together with their spiritual, moral and social development, is good. Moral understanding is particularly well developed because pupils are fully conversant with what the school expects and are able

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

to identify for themselves what is right and wrong. Pupils' basic skills and well-developed personal qualities equip them well for the future.

These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Lessons are lively and interesting. Teachers make sure pupils understand and give them good opportunities to share ideas. During the inspection, this was seen to good effect in a mathematics lesson. The teacher showed an example and asked pupils to talk to each other about what they understood from a graph. All adults were involved in talking to pupils about their ideas and supporting group work, helping them to sort their findings and create their own graphs. The teacher set one group the task of working with a partner to use computers to interpret data. This well-paced lesson gave pupils plenty of time to practise their skills, although in other lessons they have less chance to do this when the introductions are too long.

The curriculum provides exciting and imaginative opportunities for learning and makes a strong contribution to pupils' personal development and well-being. Art and ICT have a high profile so pupils' work and achievements are celebrated in high-quality displays around the school. Well-equipped areas for ICT and the creative arts provide spacious learning environments where pupils develop confidence in using a range of media. Popular clubs, visits and activities enhance enjoyment and help to develop skills and talents, especially for those pupils identified by the school as being gifted. Subjects are linked

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

together effectively to help pupils make sense of their learning and use English and mathematical skills in other subjects.

The school's welcoming and highly caring ethos goes the 'extra mile' to accommodate the needs of individuals. Stringent systems monitor behaviour and attendance, and are clearly understood by all members of the school community. Very high levels of care, especially for those whose circumstances may make them vulnerable, lead to highly positive outcomes. Pupils have every confidence in the advice and support the school gives them. They are very well prepared for the next stages in their education because of the school's excellent transition arrangements which are strengthened by outstanding relationships with other schools and organisations.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders and managers share a determination to move the school forward. Staff work well together and freely share their expertise. They create consistently attractive and well-ordered class bases which provide continuity for pupils. Staff are secure in their roles of responsibility because they are well supported in their professional development. The governing body is supportive of the school's work and maintains valuable links with the local community. The governing body is rigorous in carrying out its responsibilities, particularly in ensuring the safety of all within the school. Safeguarding arrangements are outstanding. There is a very strong focus on safety which permeates the school's ethos and all aspects of its work, leading to pupils' exceptional understanding of how to stay safe. Issues about safety are fully addressed by the curriculum, often supported by visitors from local community services, giving pupils many opportunities to identify and learn about unsafe situations.

The school has a highly positive relationship with parents and carers and creates clear channels of communication. There are opportunities for parents and carers to be involved in their children's learning but the school is devising ways to involve them more fully and inform them more often about their children's progress. The school promotes equality of opportunity and tackles discrimination well. It identifies any areas of underperformance, for example in boys' writing, and has strategies in place to address this. The promotion of community cohesion is developing well, with positive effect. Because of this, those from different backgrounds get on extremely well together. There are strong links with the church and liaison with other schools, including those abroad, aiding pupils' learning in modern foreign languages and helping them to understand cultures different from their own.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a good start in the Nursery and Reception classes. Most make good progress to reach expected levels by the time they are five. This is because good teaching builds children's early skills through a range of stimulating tasks. Those who find learning difficult make good progress because staff have clear expectations of what children can do and how they should behave. As a result, children behave well and make good gains in their personal development. They confidently decide what they will do, share resources and get on well together. During the inspection, they made good use of the outdoor areas to share wheeled vehicles and play with water. Those indoors devised their own games in the 'rainforest' area and talked excitedly about their paintings or computer work. There is a good balance between tasks led by adults and those children choose for themselves. Adults work well together. There is a common sense of purpose with thorough regard for children's welfare and safety. Children are well prepared for their move to Year 1 although, to aid induction, those in charge are keen to develop further links with other pre-school settings and to involve parents and carers more fully in children's learning.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of questionnaires returned from parents and carers are positive. Almost all agree that children enjoy school and they are kept safe. A very small minority do not feel that the school informs them about children's progress. Discussion with leaders and managers revealed that the school has systems in place to inform parents and carers about children's progress but is looking at ways to extend these opportunities. A few of those who returned questionnaires do not feel that the school deals effectively with unacceptable behaviour. Observations of lessons and playtimes and discussion with pupils show that the school has highly effective strategies in place for dealing with unacceptable behaviour which are understood by pupils. The overwhelming majority of parents and carers agree they are happy with their child's experience at this school, typified by one parental comment, 'The school provides a secure and safe place for learning. My child has grown in confidence throughout the school due to the staff and the leadership.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Matthew's Church of England Aided Primary School and Nursery Centre 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 163 completed questionnaires by the end of the on-site inspection. In total, there are 330 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	115	71	44	27	4	2	0	0
The school keeps my child safe	125	77	34	21	3	2	0	0
My school informs me about my child's progress	80	49	67	41	11	7	3	2
My child is making enough progress at this school	102	63	57	35	2	1	1	1
The teaching is good at this school	111	68	51	31	0	0	0	0
The school helps me to support my child's learning	90	55	64	39	7	4	0	0
The school helps my child to have a healthy lifestyle	94	58	63	39	5	3	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)	89	55	69	42	2	1	1	1
The school meets my child's particular needs	96	59	58	36	7	4	0	0
The school deals effectively with unacceptable behaviour	90	55	61	37	10	6	2	1
The school takes account of my suggestions and concerns	74	45	78	48	7	4	0	0
The school is led and managed effectively	118	72	44	27	0	0	0	0
Overall, I am happy with my child's experience at this school	120	74	41	25	1	1	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 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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



15 July 2011

Dear Pupils

Inspection of St Matthew's Church of England Aided Primary School and Nursery Centre, Telford, TF2 7PZ

Thank you for the very friendly welcome you gave us when we visited your school recently. We were impressed by your excellent behaviour and your outstanding knowledge of how to stay safe and be healthy. We enjoyed seeing you at work and using the exciting range of facilities the school provides for you, both indoors and out.

You attend a good school and this is what we found out about it. By the time you leave, you reach levels expected for your age in English and mathematics. You do well in both subjects but you do better in English because your teachers help you to enjoy reading books and do as well as you can in writing. Your mathematics is improving. The school looks after you all extremely well and has outstanding systems for keeping you safe. It encourages you to take on responsibilities and become confident learners. Because of this, you say you all get on very well together and enjoy helping each other.

We have asked your headteacher and his staff to make the following improvements:

- make sure all your teachers always use the information they have about how well you are doing to give you work matched to your abilities so you all make as much progress as you can
- make sure that those in charge check how well you are learning as well as how well teachers are teaching.

All of you can help the school to achieve these things by always trying your best and continuing to enjoy your learning.

Yours sincerely

Vivienne McTiffen

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.