

St Matthew's CofE Primary School

Duddeston Manor Road, Birmingham, B7 4JR

Inspection dates 5–6 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The headteacher provides inspirational leadership. Together with her high calibre deputy headteacher, senior leaders and governors, she has greatly improved teaching and achievement.
- Governors provide strong leadership. They challenge senior leaders and have played an important part in helping the school to achieve an outstanding quality of education.
- The school's programme for the training of staff is outstanding. Senior leaders expect a lot and staff very successfully pass on these high expectations to the pupils in their care.
- Teaching is consistently good or outstanding across age groups and subjects. The quality of teamwork between teachers and other adults is excellent.
- Children make rapid progress in the early years because teaching staff make learning enjoyable as well as purposeful.
- Pupils from all ethnic groups make excellent progress in Key Stages 1 and 2 through outstanding teaching.
- Any pupils in danger of falling behind in their work, or who find learning difficult, are supported exceptionally well so they too achieve very well.
- The teaching of writing is particularly strong and pupils are very confident writers by the time they leave. The school is now focusing on getting more pupils up to such high levels in mathematics.
- The care shown to pupils by staff is exceptional. As a result, pupils' behaviour is outstanding and they develop impressively mature attitudes to learning.
- Pupils feel very safe and attendance is high because they love coming to school.
- This is a very harmonious school. Pupils are greatly valued as individuals and their different cultural backgrounds are much celebrated.
- Pupils are very well prepared for life in modern Britain. Staff promote key British values very well. As a result, pupils gain a very keen awareness of spiritual, moral, social and cultural issues.
- The wide range of exciting activities, trips, clubs, special events and chances to take responsibility add greatly to pupils' excellent personal development.
- Particularly strong links with parents and key people within the local community contribute very well to the racial harmony in the school.

Information about this inspection

- Inspectors observed 12 lessons, five of which were seen together with senior leaders.
- Meetings were held with pupils, representatives of the governing body, the local authority and staff, including senior and subject leaders.
- Inspectors listened to pupils reading, looked at their past and present work, and talked to them about their learning.
- Too few parents responded to the online questionnaire, Parent View, for the results to be analysed. Inspectors looked at the school's own parental questionnaires and also spoke informally to parents and carers. They analysed 36 questionnaires completed by members of staff.
- Inspectors looked at a range of documentation, including the school development plan, policies, and information about pupils' progress and attainment. They also scrutinised records of how the school sets targets for teachers to improve their work, and looked at child protection and safeguarding procedures.

Inspection team

Kath Campbell, Lead inspector

Additional Inspector

Brian McKeon

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Nine out of ten pupils come from minority ethnic groups, with just under half being of Somali heritage.
- Just over three fifths of the pupils speak English as an additional language.
- The proportion of pupils who are disadvantaged and supported by the pupil premium is almost three times the national average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals or looked after by the local authority.
- More pupils than usual join and leave the school at different times throughout the school year.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- Children in the early years attend a full-time Reception class.
- The school's 'Morning Club' provides care for pupils before school during term time. It is managed by the governing body and formed part of this inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The headteacher is a Local Leader of Education (LLE) and provides support to Harper Bell Seventh Day Adventist School in her role as executive headteacher.
- The school was recognised by the government as one of the top 100 most improved schools in England in 2014.

What does the school need to do to improve further?

- Help at least as many pupils to reach the higher levels of attainment in mathematics as they do in English throughout the school.

Inspection judgements

The leadership and management are outstanding

- The headteacher and deputy headteacher lead the school exceptionally well. They have been particularly successful in raising the performance of pupils. High expectations are set for all staff and senior leaders check pupils' progress meticulously. They are totally focused on raising achievement. Teachers are fully accountable for the progress that pupils make in their class. Any underperformance is tackled robustly and all teachers have excellent opportunities to develop their professional skills.
- Senior leaders lead by example and provide excellent role models for others to follow. They are high-calibre teachers who support, mentor and work alongside their colleagues.
- Subject leaders, many of whom are new to their posts, have a very accurate view of whether pupils are doing well enough. The provision for disabled pupils and those who have special educational needs is very well led. This is reflected in the rapid progress made by these pupils, regardless of their different starting points. Similarly, leadership of the early years is very strong.
- The school has prepared very well for the changes to the National Curriculum. It gives pupils a wealth of exciting opportunities, ranging from learning a musical instrument to working with an artist in residence. There are also many high-quality examples of pupils extending their literacy and numeracy skills, especially in their science and history work.
- The school very successfully ensures that everyone has an equal opportunity to succeed. There is no discrimination and relationships are excellent. Pupils of all abilities and backgrounds benefit greatly, particularly from the range of cultural activities on offer.
- Pupil premium funding is used very well to improve the progress of disadvantaged pupils by, for example, providing high-quality one-to-one and small group support. The impact is clear from the narrowing of the gaps in attainment between these pupils and others, both in school and nationally.
- The school has made highly effective arrangements for spending its primary physical education and sport premium. Specialist coaches improve teachers' expertise. Pupils have more opportunities to take part in competitions, and enjoy success. The increase in activities and sports clubs contributes greatly to healthier lifestyles.
- Pupils' spiritual, moral, social and cultural education is promoted outstandingly well. Assemblies play an important part in reinforcing the school's values and in rewarding pupils' successes. Adults consistently remind pupils of the need for respect and courtesy. Pupils work and play together harmoniously. They have a strong awareness of British values and develop a clear sense of right and wrong. This prepares them very well for life in modern Britain.
- Links between home and school are very effective. Parents greatly appreciate the opportunities to join their children in lessons and be involved in their education. Very strong links with partner schools and local business links provide additional opportunities for the most-able pupils, in particular, to extend their skills. Links with religious leaders in the community are positive and supportive.
- The local authority adviser knows the school well and provides appropriate training when needed. The school is held in high regard and the expertise of key staff is used to support other schools.
- **The governance of the school:**
 - The Chair of the Governing Body is very experienced, knowledgeable and well informed. The governors work exceptionally well with senior leaders in ensuring that pupils get a high-quality education. They monitor the work of the school rigorously through, for example, reviewing pupils' work and analysing information about progress. They have a very secure knowledge of assessment data. They know what is working well and what needs to be improved.

- The governors challenge leaders, set clear performance targets for teachers and know about the quality of teaching. They support the headteacher in making sure teachers are not rewarded unless these demanding targets are met, and know what the school would do to tackle any underperformance. They keep a very careful eye on how pupil premium funding is spent. They know well what impact initiatives, such as the recruitment of additional staff to raise attainment in reading, are having on closing the gaps between the performance of disadvantaged pupils and the others, in school and nationally.
- The governing body makes sure that all statutory requirements are met, and that safeguarding arrangements are highly effective
- The governors' high level of expertise is used by the local authority to support other schools.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils develop exceptionally positive attitudes and a thirst for knowledge. As one Year 6 pupil explained, 'I like coming to school because I like work.'
- Behaviour in lessons, in the playground and around school is impeccable. Older pupils care very much about their younger friends and take their responsibilities very seriously. The 'Morning Club' provides a positive start to the day for pupils who the school feels would benefit most.
- Children in the early years quickly learn to share and wait their turn as they work and play together. Staff focus very successfully on developing good social skills right from the start.
- Strong relationships between adults and pupils add greatly to pupils' excellent personal development. Pupils are keen to do whatever is asked of them and are highly motivated to do their best. Pupils from different cultures work together impressively well. There is much humour and a real sense of enjoyment when working with partners or in small groups.
- The school offers opportunities for pupils to act democratically and practise their debating skills through, for example, its Young People's Parliament. This helps to promote their sense of British values.
- Attendance is high because pupils love coming to school and are very proud of their achievements. The school has dramatically reduced the number of pupils it excludes. The introduction of a range of initiatives to support specific pupils, combined with the transfer of a small number of pupils to specialist units, has reduced the number to two exclusions this academic year.

Safety

- The school's work to keep pupils safe and secure is outstanding. Parents are unreservedly confident that the school keeps their children safe. The school site is very secure and staff are meticulously checked prior to appointment.
- The outstanding care and support that staff give to pupils to overcome personal difficulties are rooted firmly in the school's values. Pupils know they are part of a deeply caring community.
- Racism is virtually unknown and school records show that bullying is extremely rare. Pupils are very well informed about the different types of bullying. They insist that bullying is not an issue because they all get on so well together. They say that any incidents of unkindness are not tolerated, and that they are dealt with swiftly and effectively.
- Pupils have a very keen awareness of how to keep themselves safe. Older pupils keep a careful check on younger pupils during playtimes. Pupils know who to go to if they have concerns and are confident that what they say will be taken seriously. They recognise potential dangers, including when using computers and the internet.

The quality of teaching is outstanding

- Teaching is of a consistently high quality in all year groups and across all subjects. Pupils make rapid progress because they are totally absorbed in a wide range of exciting activities.
- Writing is taught exceptionally well because teachers and adults who support them focus on making sure pupils receive exactly the right level of help they need to succeed. The teaching of reading is very good, and particularly phonics (letters and the sounds they make). Pupils who enter the school speaking very little English quickly learn to communicate and read with confidence. All pupils achieve very well from their different starting points.
- Throughout the early years, adults seize every opportunity to develop children's early language skills. They encourage children to answer in full sentences in order to gain greater confidence.
- Teachers ask astute questions to check what pupils know and understand, so that they can sort out any misunderstandings or adapt work if needed. Pupils gain much from talking with other pupils about what they are doing, and this has a positive impact on their progress.
- The way in which teachers and other adults work together is impressive. In a Year 6 mathematics lesson, the room was a hive of activity as pupils set about the task of planning a meal for the headteacher's birthday party. All adults supported pupils effectively as they worked in pairs, or on their own. There was a real sense of urgency to complete the task. As pupils finished one part, each adult skilfully challenged them further. Pupils of all abilities made excellent progress.
- Teachers use assessment information consistently well to plan tasks that build on pupils' previous learning. Marking in books clearly shows pupils right through the school what they have done well, and what they need to do next to improve their work. Pupils respond to teachers' comments because they know they will be followed up in their next piece of work.
- Pupils who need extra help and guidance, especially disabled pupils, those who have special educational needs and those who speak English as an additional language, are helped to make rapid progress through well-directed support. Programmes specially designed to meet their individual needs help them to progress as rapidly as other pupils.

The achievement of pupils is outstanding

- The achievement of pupils from all ethnic backgrounds is outstanding. Pupils who arrive in the school speaking little English make exceptionally rapid progress once they have enough English to access the full range of subjects. A good example of this high achievement can be seen in the accelerated progress of Somali pupils, who often arrive at different times throughout the school year.
- Children start in the Reception class with levels of skill and knowledge that are below those typical for their age. There are considerable gaps in their early language, literacy, numeracy and social skills. They make outstanding progress but these weaknesses mean that not all children achieve a good level of development by the time they move into Year 1.
- Pupils' attainment at the end of Key Stage 1 in 2014 rose in reading and mathematics, although it was still below average. Many of the pupils had joined the school late, often speaking limited English. The progress of pupils who had attended the school from the start was outstanding. Current standards are higher because fewer pupils are moving in and out of Key Stage 1. School data show that, for the first time, the proportion of pupils reaching higher levels in reading, writing and mathematics in Year 2 is at least average. This reflects excellent achievement.
- It is clear to see why the school was recognised as one of the top 100 most improved schools in 2014. Pupils of all backgrounds made exceptionally good progress throughout Key Stage 2, and Year 6 standards were above average in reading and writing. Their performance in English grammar, punctuation and spelling was well above average. In mathematics, a high proportion of pupils reached

the nationally expected standard. However, the proportion who reached the highest standards was below average. This was because many older pupils lacked the vocabulary they needed to develop their mathematical skills. Many pupils had arrived late and did not have time to take full advantage of the excellent education provided by the school prior to the national tests.

- Progress in the current Year 6 class is also impressive. However, attainment overall is not quite as high as in 2014 because just over 40% of the pupils had joined the school late, often speaking limited English.
- Attainment in reading has risen significantly, mainly because more pupils are developing the skills needed to reach higher levels. The teaching of phonics, the time set aside for reading, and the development of more advanced reading skills now form integral parts of the school day. The impact can be seen, for example, in the Year 1 phonics screening check results, which were at national levels in 2014.
- New initiatives to encourage pupils, particularly boys, to become confident writers, have proved very effective. Staff throughout the school focus regularly on developing pupils' vocabulary and self-confidence to write without support. As a result, many older pupils write with maturity. Some of their work across all subjects is of a high standard.
- Disabled pupils and those who have special educational needs are supported very well by a range of approaches that leaders and staff consistently apply. Well-targeted individual and small group support effectively enables these pupils to make outstanding progress.
- In 2014, nine out of every ten pupils in Year 6 were disadvantaged. Test results showed that these pupils were a term behind other pupils in the school in reading, two terms behind in writing and three terms behind in mathematics. When compared with other pupils nationally there were no gaps in reading and writing, but they were two terms behind in mathematics.
- The proportion of disadvantaged pupils making or exceeding nationally expected progress through Key Stage 2 was above average in reading, writing and mathematics. Since 2013, the school has used its pupil premium funding very well. It has significantly reduced the gaps in attainment between disadvantaged pupils and others in the school and nationally in reading and writing. The focus for improvement is now on closing the gaps in mathematics. Current school data show a marked narrowing of the gap in mathematics and a continuing closure of the gaps in reading and writing.
- The most-able pupils achieve very well, particularly in reading and writing, because the school has very rightly focused its attention on increasing pupils' competence in English. It is now turning its attention to raising attainment in mathematics. Talented mathematicians can extend their skills through links with many partner institutions, such as Heartlands Academy, and teachers now provide greater mathematical challenge for their most-able pupils. However, this is not yet as effective as in English.

The early years provision

is outstanding

- The quality of the early years provision has been strengthened since the previous inspection. Children are taught outstandingly well. Teachers plan interesting, purposeful activities which provide many chances for children to grow in confidence.
- The leadership and management of the early years are outstanding. The leader makes sure that all resources are used very effectively. Adults work closely as a team. Children learn to explore and investigate within an exciting and stimulating space. During the inspection, there was great excitement as children worked and played in their new high-quality outdoor learning area.
- Adults show very high expectations of work and behaviour. Children thrive in vibrant learning areas. Their behaviour and attitudes to learning are outstanding and these carry through to the rest of the school.
- Staff provide a wealth of opportunities for children to develop their speech and language skills, to be creative and to become confident learners. For example, staff increase children's vocabulary by

introducing words such as 'habitat' in their discussions about animals. When children do not understand they take time to explain on a one-to-one basis. Such attention to detail gives children a secure foundation for continuing to make rapid progress when they move into Year 1.

- Learning is focused very much on the skills and aptitudes of individual children. This means that the school is quick to identify and support any who may have special educational needs. The most-able children are similarly identified and challenged so that all ability groups make equally rapid progress.
- The good ratio of adults to children means that those who need the most help, particularly children newly arrived from overseas, get the right level of support to help them settle quickly into school life.
- Routines are well established and children feel safe and secure. Relationships between adults and children are warm and supportive because the quality of care provided is excellent.
- A close check is kept on how well children are learning. Assessments made by adults are frequent and accurate. Staff use this information very effectively to plan what children should do next.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103404
Local authority	Birmingham
Inspection number	453279

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	206
Appropriate authority	The governing body
Chair	Ian Stewart
Headteacher	Paulette Osborne
Date of previous school inspection	23 November 2010
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