

# St Matthew's School, Westminster

## Inspection report

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<b>Unique Reference Number</b>	101138
<b>Local Authority</b>	Westminster
<b>Inspection number</b>	354950
<b>Inspection dates</b>	19–20 October 2010
<b>Reporting inspector</b>	Barnard Payne

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	171
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Chester
<b>Headteacher</b>	Emily Norman
<b>Date of previous school inspection</b>	13 February 2008
<b>School address</b>	16-18 Old Pye Street London SW1P 2DG
<b>Telephone number</b>	020 76415110
<b>Fax number</b>	020 76415110
<b>Email address</b>	office@stmwschool.org.uk

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## Introduction

This inspection was carried out by three additional inspectors. They observed sixteen lessons and all nine teachers. Meetings were held with pupils, governors and staff and an inspector also informally met with parents in the playground. Inspectors observed the school's work, and looked at pupils' books, the school's planning, pupils' progress data, 42 parental questionnaires and questionnaires from 27 staff and 70 Key Stage 2 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The progress made from Key Stage 1 to the end of Key Stage 2 to determine whether progress by all groups has improved.
- How effectively the school caters for pupils arriving during the school year and the progress they make.
- The consistency of planning and teaching to improve the progress made by more-able pupils and those whose speak English as a second language.

## Information about the school

St Matthew's is a smaller-than-average school. Most pupils are from minority ethnic groups, with a high proportion who speak English as a second language. The proportion of pupils known to be eligible for free school meals is higher than the national average. The school also has a higher-than-average proportion of pupils with special educational needs; these pupils mostly have difficulties with literacy, language and communication. Provision for the Early Years Foundation Stage consists of a Nursery and a Reception class. The school has achieved the Healthy School, Eco-Silver and Artsmark Gold awards. During the inspection the school was led by an acting headteacher pending the appointment of a new headteacher.

**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

St Matthew's is a good school. Lesson observations and reviews of pupils' work confirm that pupils from all backgrounds and of all abilities make good progress. A parent comments that the school 'gets the best out of our child'. Children start school with skills and abilities that are very low for their age, particularly in language, literacy and numeracy. When they leave, at the end of Year 6, their attainment overall is in line with the national average. This represents good achievement. Children make good progress in the Early Years Foundation Stage, although their skills and abilities at the end of Reception are still below national expectations for their age. At the end of Key Stage 1, attainment has risen so that pupils now reach the national average in reading, writing and mathematics. It has been low in the past and Key Stage 2 pupils have therefore made good progress to reach the national average in reading, writing, mathematics and science. A fall in attainment in Key Stage 2 in 2009 was due to the number of pupils joining late with low previous attainment. In 2010, national test results showed significant improvement and all groups made good progress from their starting points. Pupils make more rapid progress in English than in mathematics. Consequently, the number of more-able pupils reaching higher levels in English is greater than in mathematics. This is due to the school prioritising improvements in pupils' literacy skills to address their particular needs.

Pupils of all backgrounds and abilities show a real love of writing and enjoy developing their language skills. Those with special educational needs and/or disabilities and pupils who speak English as an additional language make good progress because they are well supported and the school uses a variety of effective strategies to enable them to gain confidence in reading, writing and speaking. The more vulnerable and those who join during the school year receive outstanding care, guidance and support to enable them to make the same rates of progress as other pupils.

Teaching is good. Planning, however, is sometimes a little disjointed, which means that teachers are not sufficiently clear about the next steps pupils can take in their learning. The school provides a good range of learning opportunities, helping pupils' to adopt healthy lifestyles and gain the skills to help them in their future economic well-being, including acquisition of good information and communication technology (ICT) skills. Pupils enjoy school and their attendance is above average. They feel safe and well cared for. They gain a wide experience of different cultures in this diverse community. A parent comments that 'the school has a caring and supportive ethos'. Pupils' contribution to this is outstanding. Pupils help make their school a happy, harmonious place to learn. They learn to resolve conflicts intelligently through using the 'peace corner' in each classroom. This reflects outstanding spiritual, moral, social and cultural development.

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The school has managed changes in leadership well and the senior management team is fully focused on ensuring continued improvement. It makes effective use of self-evaluation and has an accurate picture of the school, using rigorous data analysis to pinpoint priorities. Governors are well informed and influential. The school has made good progress since its last inspection as both attainment in Key Stage 1 and pupils' attendance have improved. This shows that the school has good capacity for sustained improvement.

## **What does the school need to do to improve further?**

- Improve the progress of the more-able pupils in mathematics to bring it in line with English by July 2011. The school will achieve this by:
  - ensuring planning consistently sets challenges for the more able
  - making more effective use of targets and next steps in marking.
- Ensure all teaching is consistently good, and more is outstanding, by July 2011. The school will achieve this by:
  - agreeing personal, professional development targets with teachers
  - establishing peer mentoring to enable all teachers to share best practice.

## **Outcomes for individuals and groups of pupils**

**2**

Pupils are attentive, keen and interested. In an outstanding English lesson in Year 2, pupils made excellent responses when discussing poems. This was because they were highly stimulated by the activity and the teacher's questions and links with previous learning were very well planned. Pupils throughout the school answer questions confidently and learn to use extended sentences. One of the reasons pupils make such good progress in English is the priority teachers give to using language with precision. For example, in a mathematics lesson in Year 6, they confidently used mathematical language to describe shapes. Pupils' books show that even those with difficulties in literacy still learn to write with real enthusiasm. Despite the fall in attainment in the 2009 Key Stage 2 tests, the school has a good track record of enabling pupils to reach, or in some cases exceed, the national average in core subjects. Pupils with special educational needs and/or disabilities achieve as well as other pupils because of the good planning and very effective support and guidance they receive.

Pupils have a good understanding of how to stay safe and they know how their lifestyle choices can promote better health. They enjoy physical activities and take part enthusiastically in sports both during and after school. The wide variety of responsibilities pupils take on include an active school council, which has been effective in making school lunches healthier, and older pupils playing an important role in supporting younger ones at lunchtimes, in the playground and in their reading. Pupils' singing is outstanding, due to highly effective teaching, and the pupils regularly sing to groups in the wider community. Pupils are reflective and tolerant; they have helped the school build a highly cohesive community based upon shared values. In a school mass, they showed how they reflect on the impact of their actions and fully entered into the spirit of the occasion.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> 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?

Staff are highly committed to pupils and relationships are very positive. Teachers and support staff form effective teams to ensure pupils make good progress. A feature of lessons is the inclusion of pupils of all abilities in sharing their work and making contributions during class discussions. Teachers regularly assess pupils' progress towards their literacy and numeracy targets. They mostly make good use of assessment to set work at the right levels and there are good examples of pupils being involved in assessing their own and others' work. Books are regularly marked but the quality varies; at best, it provides pupils with the next steps they are to take, a particular feature in Key Stage 1. In Key Stage 2, while marking is at least satisfactory, it does not consistently show pupils the next steps or how they could extend their work

The school's curriculum provides well for pupils' needs and interests. The school makes effective use of the partnerships it has established with external organisations; these include 'art buddies' and eco-volunteers, both of which have contributed to the school achieving the Artsmark Gold and Eco-Silver awards. The curriculum for the arts is particularly good, with outstanding provision for music. The quality of care, guidance and support for the more vulnerable pupils and their families is outstanding; this includes excellent use of external agencies. There are also excellent procedures to support pupils whose attendance is low; they are given additional help with homework and receive in-class support to ensure they make good progress.

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*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The newly formed senior management team has successfully kept the school focused on sustaining improvement. It has identified, accurately, the school's improvement priorities and has effective monitoring and evaluation strategies in place to chart progress and intervene as necessary. Governors are well organised and make strategic decisions based on an informed understanding of the school's and pupils' needs. The school has good relationships with parents and carers, reflected in parents' questionnaires and other comments during the inspection. The school's partnerships with businesses and volunteers enable it to enhance its provision without cost to the school. The school ensures there are no significant gaps in progress between different groups of pupils and effectively supports individuals and groups who may underachieve. This ensures good learning and participation by these pupils. Safeguarding is managed effectively, given a high priority and all staff and volunteers are well trained. The school is a safe, cohesive community in which all groups work well together and enjoy sharing one another's cultures and backgrounds. The school also has a strong profile within its local community and has plans in place to continue to develop the already good links, both nationally and globally. Taking account of the outcomes for pupils and the school's use of staff and resources to achieve these, it provides good value for money.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Staff regularly assess children's progress and use this effectively to plan activities and support individual needs. As a result, children make good progress and by the end of Reception their skills and knowledge in all areas of learning are just below that expected. Children are happy and partnerships with their parents are established early and maintained well. Children's welfare is well provided for. There is good emphasis placed on developing their social and emotional skills to help them build positive relationships and attitudes to learning. Children confidently talk about their work. The teaching is consistently good, with a suitable balance between activities children choose themselves and those that adults prepare for them. Adults develop children's interest through effective questioning to extend their learning. For example, when children sorted out vegetables and fruit, staff asked why other objects were not included and the children made good connections to previous learning to explain. On occasion, staff do not take up opportunities to show children how to develop their language and miss some opportunities to talk to them about what they are doing. The provision is led and managed well. Resources enable all learning goals to be met.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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	2



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Stage	
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## Views of parents and carers

Most parents are happy with their child's experience at the school. A few wrote comments confirming this, saying that their child is very happy at school and commenting favourably on the school's ethos. There were a few negative comments about behaviour and bullying, but inspectors found behaviour to be good and found no evidence of bullying and the questionnaires show that almost all respondents feel the school keeps their child safe. A few parents feel their child is not making enough progress. Inspectors found that progress is good, although the more able could make more progress in mathematics. A few parents would like the school to take more account of their suggestions and concerns.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Matthew's School, Westminster 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 171 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	57	15	36	3	7	0	0
The school keeps my child safe	24	57	17	40	1	2	0	0
My school informs me about my child's progress	16	38	22	52	4	10	0	0
My child is making enough progress at this school	16	38	23	55	1	2	1	2
The teaching is good at this school	19	45	21	50	1	2	0	0
The school helps me to support my child's learning	17	40	25	60	0	0	0	0
The school helps my child to have a healthy lifestyle	16	38	23	55	2	5	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)	12	29	23	55	2	5	0	0
The school meets my child's particular needs	13	31	25	60	1	2	0	0
The school deals effectively with unacceptable behaviour	13	31	24	57	1	2	3	7
The school takes account of my suggestions and concerns	15	36	19	45	4	10	0	0
The school is led and managed effectively	14	33	23	55	3	7	0	0
Overall, I am happy with my child's experience at this school	19	45	21	50	1	2	1	2

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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



21 October 2010

Dear Pupils

**Inspection of St Matthew's School, Westminster, London SW1P 2DG**

Thank you for making our visit to your school so enjoyable. You made us feel welcome and we were impressed with your behaviour and how keen you are to learn. We have found that St Matthew's, Westminster is a good school. It helps you to make good progress, particularly in your reading and writing. This is because the staff work well to help you overcome any difficulties. You also have many opportunities to learn new skills and you show a good understanding of how to keep fit and healthy. You also learn the skills you will use later in life, including ICT. You help to make St Matthew's a happy, harmonious place to learn. The school looks after you well and helps you feel safe and well cared for. This helps you enjoy school and we are impressed with your above-average attendance. Even though you are doing well, there are two areas we have asked the school to improve. The number of you who achieve Level 5 in mathematics at the end of Year 6 is lower than in English. Also, although teaching is good, we found that some activities in lessons need to be linked together more effectively so that you all understand what to do next to help you to aim for higher levels in your work. This is why we have asked the school to improve two areas.

- Help you make better progress in mathematics so that more of you achieve a Level 5 at the end of Year 6. Teachers will make sure you are set targets to help you achieve this and will also show you the next steps to take when they mark your books.
- Make sure that all of the teaching is at least good and more is outstanding. The school will achieve this by working with teachers to agree their own targets and help them to share the best ways of teaching.

You can help by always trying to reach the highest level you can and by continuing to contribute well in lessons.

Yours sincerely

Barnard Payne  
Lead inspector

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