

St Cuthbert with St Matthias CofE Primary School

Inspection report

Unique Reference Number	100498
Local Authority	Kensington and Chelsea
Inspection number	354855
Inspection dates	28–29 June 2011
Reporting inspector	Madeleine Gerard

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	222
Appropriate authority	The governing body
Chair	Patricia Woodfield
Headteacher	Stephen Boatright
Date of previous school inspection	27 June 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 18 lessons or parts of lessons, taught by 10 teachers, and held meetings with groups of pupils, staff and members of the governing body. They observed the school's work and looked at work in pupils' books, tracking data showing pupils' attainment and progress, the school's development plans, and policies and records for safeguarding pupils. They considered the 44 responses to the questionnaire received from parents and carers, the 97 responses to the questionnaire for pupils in Years 3 to 6, and the 18 responses to the staff questionnaire.

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

- How carefully information about pupils' progress is used to match work to pupils' learning needs so that pupils are suitably challenged.
- How accurately the school evaluates the quality of its work, secures improvements and ensures consistency through the school.
- The effectiveness of the school's action to promote regular attendance and good punctuality.

Information about the school

This is a slightly smaller-than-average primary school with Early Years Foundation Stage children taught in one Nursery and one Reception class. There is a much higher-than-average proportion of pupils from minority ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities, and of pupils with a statement of special educational needs, is slightly above average. Most of these pupils have moderate learning difficulties or speech, language and communication needs. The proportion of pupils known to be eligible for free school meals is above average. Eighty-eight per cent of pupils speak English as an additional language. Most of these pupils are at an early stage of learning English. The proportion of pupils who join and leave the school part-way through their education is well above average. The school has achieved a number of nationally recognised awards including Artsmark Gold and the International Schools Award. The school operates and manages a breakfast club. The children's centre, that shares the school site, is the subject of a separate inspection.

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?

3

The school's capacity for sustained improvement

3

Main findings

St Cuthbert with St Matthias Church of England Primary provides a satisfactory quality of education. Children make good progress in the Early Years Foundation Stage. Staff plan interesting activities in the inside and outside spaces that enable children to develop their skills well. Teaching through the rest of the school, although good in a small minority of classes, is less consistent and, as a result, pupils make satisfactory gains in their learning overall. Although in most classes there is a wide range of abilities, pupils are often set fairly similar work to do. The school has appropriate systems to check the progress pupils make. However, the analysis of information from assessments is not always detailed enough to enable teachers to match work carefully to individual pupils' needs.

Expectations of what more-able pupils can do are not always high enough and sometimes tasks are too challenging for others. Pupils are not consistently clear about what they should do in order to move up to the next level in their work. Older pupils find individual targets helpful in identifying what the next steps are in their learning, but this is uneven across classes and subjects. When teachers mark pupils' books, written feedback does not always explain how work can be improved.

The school's strengths are in the promotion of pupils' personal development. Pupils' behaviour is good around the school and in lessons. Pupils show caring attitudes towards one another. Those pupils new to the school are made to feel welcome and they settle quickly. Peer mediators enthusiastically support the smooth running of break times. Pupils are confident that they, as well as the adults, will help them should any problems occur. Consequently, pupils feel safe and are happy at school. Together with visits from the local emergency services, clear advice from pupil road safety officers, and guidance on keeping safe when using computers, pupils have a good awareness of how to keep themselves from harm. The school council takes a leading role in organising sporting activities during sports week. The school choir sings in the local community. Pupils have positive attitudes to keeping fit and healthy, as the school's success in achieving the Healthy School award and the Activemark reflect. Pupils enjoy using sporting equipment at break time. Success in competitions, including cricket, athletics and girls' football, fosters their self-esteem. Taking part in performances and learning to play musical instruments, including drumming and saxophones, boost self-confidence. Average attainment in basic skills and average attendance prepare pupils satisfactorily for the next stage in their education.

The headteacher works with the staff and members of the governing body as a coherent team. Self-evaluation of the quality of the school's work is generally accurate. Priorities for improvement are appropriately identified and actions are leading to improvements in key areas. Pupils' attainment overall has remained average since the last inspection because some initiatives, for example to improve provision for writing, are too recent to show a sustained impact on raising pupils' academic outcomes in English. Leaders and managers are developing their roles in securing improvements, although they are not always

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sufficiently involved in regular evaluation of teaching, learning and the curriculum. As a result, some positive initiatives to raise standards, for instance in reading, are not being followed up regularly to ensure that they continue to raise pupils' attainment further by the end of Year 6. Given the school's track record in successfully enhancing the curriculum for literacy, introducing topic themes to bring the curriculum to life and ensuring consistently good behaviour, the school's capacity for sustained improvement is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment and increase rates of learning and progress by:
 - enhancing the consistency of teaching so that all pupils make swift gains in improving their literacy and numeracy skills
 - using information from tracking pupils' progress, assessment and marking to plan work that is consistently well matched to all pupils' needs
 - ensuring marking and target setting consistently tell pupils how to improve their work.
- Improve the effectiveness of monitoring and evaluation by leaders and managers at all levels by:
 - paying more attention to the learning and progress of different groups of pupils during lesson observations
 - ensuring that initiatives to raise standards are monitored and followed up over a longer period.

Outcomes for individuals and groups of pupils

3

Pupils' attainment in English and mathematics in national tests at the end of Year 6 has fluctuated over recent years and is broadly average. Rates of learning and progress, and pupils' overall achievement and their enjoyment in their learning, are satisfactory. Variability between classes and subjects limits the consistency with which all groups of pupils make good progress. The reason for this was illustrated in a mathematics lesson. Pupils enjoyed opportunities to work together in small groups but made only satisfactory gains in their numeracy skills because all groups were set very similar work to do and the tasks were too easy for some pupils and too difficult for others. In another mathematics lesson, pupils with special educational needs made good progress because they understood what they were expected to do, enjoyed working with additional adults and were keen to complete the work. However, the pace of learning for more-able pupils slowed when they were unable to settle to work quickly because the teacher's explanations were not sufficiently clear.

Pupils with special educational needs make satisfactory progress overall. They appreciate opportunities to work with adults in lessons and with specialist therapists outside the classroom in small groups, although the quality of their learning is uneven. Pupils who arrive part way through their education make friends swiftly and do as well as their peers.

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Those who are at an early stage of learning English make good gains in their English-speaking skills because they benefit from individualised support. They learn well in lessons when teaching ensures they grasp new concepts and vocabulary clearly, although this is not consistently the case.

Project work exploring complex themes such as homelessness, coupled with opportunities to raise funds for local and national charities, fosters pupils' strong empathy for others. Visiting a local shelter for the homeless, and discussing social issues with a local Member of Parliament and at the House of Lords, ensures that this work is purposeful and develops pupils' good social and moral skills. Celebration of religious festivals from a wide variety of faiths, links with the parish church, activities during international week and regular opportunities to sing songs from a wide variety of cultures, support pupils' good spiritual, and cultural development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	3
Taking into account: Pupils' attendance ¹	3
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?

Teachers use effective approaches to encourage consistently good behaviour. Resources, including computers and interactive mathematics resources, are used effectively to engage pupils' interest. Pupils' good social skills are promoted successfully through opportunities to discuss their learning in pairs and small groups. When all groups of pupils are set similar tasks to do despite the range of pupils' abilities, or when they spend too long listening to the teacher, the rate of learning and progress is only satisfactory. Although

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additional adults are sometimes used well in lessons to contribute to pupils' learning, teachers' planning does not always make clear specifically what they should do to support learning so that all pupils make rapid progress. Assessment information is not always analysed precisely enough to be a fully effective tool in checking how well pupils are making progress. Opportunities are sometimes missed to ensure that all pupils know their targets and how to move up to the next level in their work.

Topic-based themes capture pupils' interest well. For example, as part of a themed week exploring how to welcome newcomers into the local community, pupils in Year 2 were working hard to write stories about the experiences of a refugee child arriving in London. Enhancements to the way writing is taught, such as ensuring pupils have regular opportunities to write at length in a wide variety of different styles, are helping to raise attainment in writing. However, the curriculum does not always support pupils in building steadily on their skills in English and mathematics because planning does not always ensure that tasks are consistently well matched to all pupils' needs. Literacy skills are practised regularly across a range of curriculum subjects, but there are fewer opportunities to develop numeracy skills in other subjects. Visits to local places of interest are popular and varied, including local museums, musical concerts and a residential visit to Spain for pupils in Years 5 and 6. Well-attended extra-curricular clubs successfully promote pupils' interests in sport and culture.

Previously attendance was low, but it has risen and is now average overall because of the school's effective approach to monitoring and following up attendance, including certificates and class awards for the best attendance. Staff play a strong role in supporting pupils' social and emotional development. The breakfast club ensures a positive and healthy start to the school day for the small number of pupils who attend. They benefit from the opportunity to socialise and make friends with pupils in other classes, play games and share enjoyable activities together. Transition arrangements are well organised to prepare pupils for moving to their new class each year, including additional guidance for pupils in Year 6 who may find transferring to secondary school difficult.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The governing body is very supportive, has a good knowledge of the school and ensures that safeguarding arrangements are rigorous. Staff receive regular training on safeguarding, risk assessments are detailed and the school site is safe and well maintained. Community cohesion is promoted well. Pupils have a good knowledge of themselves as part of the school and local community. Fundraising to support families in

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Africa, and close links with a school in Spain, ensure pupils have a good understanding of the lives of those who live in global communities. There are fewer links to contrasting communities within the United Kingdom. The governing body has successfully secured funding to enable the school to provide healthy meals for pupils cooked on site. The governing body is taking an increasingly active part in holding the school to account, although it has not ensured that the school is systematically evaluating all aspects of its work in order to secure sustained improvements to raise pupils' academic outcomes further.

The school's systems to ensure that monitoring secures sustained improvements, particularly in the quality of teaching and academic outcomes, are not sharply focused enough on the progress of pupils with different abilities. This is why leaders and managers drive improvement and embed ambition only satisfactorily. The school works to tackle discrimination and promote equality satisfactorily, although there are inconsistencies in ensuring that the needs of all pupils are consistently well met. Partnerships are used effectively to support vulnerable pupils, and to enhance pupils' personal skills, although they have not been fully effective in securing consistently good quality teaching and learning. Weekly newsletters, occasional workshops on how reading and writing are taught, and activities organised by the children's centre, are helping to involve parents and carers' involvement in their children's learning.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Home visits made by staff before children join the school in Nursery and Reception help children to settle when they start. Opportunities for parents and carers to spend time with their children in the Nursery and Reception classes at the start of the day ensure they are involved in their children's early learning experiences. For example, parents and carers

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were observed in the Reception class sharing books together and practising handwriting skills. Adults rightly prioritise developing children's social skills when they join the school. This, together with well-established routines, helps children to form positive relationships with adults and other children. They work and play well together, sharing toys and equipment. For example, a group of children in the Reception class enjoyed building an oven together using large building blocks and crates, while others took turns to use cooking tools to explore the properties of jelly. Topic themes are well selected to reflect children's interests. As part of a project based on a story about two lost children and a witch, children were successfully developing their creative skills through using a variety of recycled materials to build a house for the witch. There is a good balance of adult-led tasks and activities for children to choose for themselves. Working with an adult, another group of children practised their writing skills through making 'wanted' posters describing the witch. Children take on responsibility enthusiastically by helping to clear up and tidy away. Children's attainment is close to average by the end of Reception because they progress well. The Early Years Foundation Stage is well led and managed, ensuring consistency of provision. Detailed records of observations are kept and used to plan further learning experiences. Occasionally, opportunities are missed to use assessment information to match tasks to children's specific learning needs to help children make even swifter gains in their skills.

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

A smaller-than-average proportion of parents and carers responded to the questionnaire. The very large majority of parents and carers are happy with their children's experience of school and the overwhelming majority are confident that the school keeps their children safe. Most evaluate positively the quality of the school's work to develop their children's personal skills. The very large majority agree that their children's needs are met and that their children are well taught at the school. Inspection findings generally endorse the views of parents and carers regarding pupils' personal development. Inspectors found teaching, pupils' academic outcomes and aspects of leadership and management to be satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Cuthbert with St Matthias Church of England Primary School 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 222 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	59	16	36	2	5	0	0
The school keeps my child safe	26	59	17	39	0	0	1	2
My school informs me about my child's progress	15	34	27	61	2	5	0	0
My child is making enough progress at this school	14	32	23	52	3	7	2	5
The teaching is good at this school	16	36	26	59	0	0	2	5
The school helps me to support my child's learning	14	32	23	52	4	9	2	5
The school helps my child to have a healthy lifestyle	18	41	23	52	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	27	26	59	2	9	1	2
The school meets my child's particular needs	8	18	30	68	2	9	1	2
The school deals effectively with unacceptable behaviour	19	43	21	48	1	2	2	5
The school takes account of my suggestions and concerns	12	27	24	55	5	11	1	2
The school is led and managed effectively	14	32	26	59	3	7	1	2
Overall, I am happy with my child's experience at this school	18	41	21	48	2	5	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	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.



30 June 2011

Dear Pupils

Inspection of St Cuthbert with St Matthias Church of England Primary School, London SW5 9UE

Thank you very much for your friendly welcome and for helping us when we visited your school recently. We enjoyed our visit very much and were pleased to hear about the interesting work you have been doing during refugee week, and about the sports week activities that you are planning. This letter is to tell you about the judgements that we reached.

St Cuthbert with St Matthias Church of England Primary is a satisfactory school. You told us that you like coming to school. You behave well and get on well with one another. You particularly enjoy all the clubs, visits and interesting activities that the school plans for you. As a result, you have a good understanding of how to keep yourselves fit, healthy and safe. All the adults work well together to take good care of you. The youngest children get off to a good start in the Nursery and Reception classes. You make satisfactory progress through the rest of the school, although we would like you to do better.

To make the school even better, we have asked the teachers to make sure that all of you are set work that is at the right level of difficulty for you. All of you can help by telling your teachers if the work is too easy or too difficult. When teachers mark your work we would like them to give you clearer ideas about what you need to do to improve, and to make sure that you know what your individual learning targets are. All of you can help by remembering these targets and checking regularly for yourselves that you are meeting them. We have asked the school to make even more checks on its work so that it continues to improve. We would like all the lessons to be good ones.

Finally, I would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard

Lead inspector

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