

St Cuthbert with St Matthias CofE Primary School

Warwick Road, Earl's Court, London, SW5 9UE

Inspection dates

5–6 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not yet good because

- There are too many lessons where teachers are slow to provide different groups of pupils with tasks that stretch them enough to ensure they make better progress.
- Some teachers take too long to notice when pupils need tasks to be developed so that they make better progress by working on exercises that are increasingly difficult.
- Senior leaders and governors have made some improvements to the quality of teaching but this has not yet resulted in consistently good teaching or good progress for all pupils.
- Members of the governing body do not have organised routines for checking that school leaders' plans have a positive effect on pupils' achievements.
- Pupils do not have enough opportunities to answer questions that make them think deeply, and more-able pupils in particular do not make good progress because they are not encouraged to extend tasks themselves.
- Pupils do not make as much progress in English as they should because they do not practise good writing in all areas of the curriculum.
- Middle leaders do not check that their colleagues put into action the policies they have agreed so there are inconsistencies in practice. This includes how well teachers plan to develop pupils' literacy and numeracy skills in other subjects.

The school has the following strengths

- The school creates imaginative resources that help pupils learning English as an additional language settle quickly and make rapid progress.
- Children make good progress in the Early Years Foundation Stage.
- The progress of disabled pupils and those with special educational needs is carefully
- Pupils from many different minority ethnic groups get on well together and they respect one another's cultural and religious festivities.
- Pupils behave well in lessons and around the school. They feel safe and secure in school.
- The school responded well to the suggestions made after the previous inspection and groups of pupils are beginning to make better

monitored so that they make good progress. progress, particularly in mathematics.

Information about this inspection

- The inspectors observed learning in 17 lessons taught by ten teachers. Two of these observations were conducted jointly with the headteacher.
- Meetings were held with a representative from the governing body, school leaders, teachers and groups of pupils.
- There were no responses to the online questionnaire (Parent View) but inspectors took account of the views of the parents and carers they met at the school and those expressed in a recent survey conducted by the school.
- Inspectors looked at various documents, including the records of pupils' progress, the school's self-evaluation, behaviour and attendance records and safeguarding procedures.

Inspection team

Juliet Jaggs, Lead inspector	Additional inspector
John Midgley	Additional inspector

Full report

Information about this school

- St Cuthbert with St Matthias Church of England Primary School is slightly smaller in size than most primary schools. A relatively high number of pupils leave and join the school during the school year.
- The majority of pupils are from a number of different minority ethnic groups and the proportion of pupils learning English as an additional language is high.
- The proportion of pupils known to be eligible for funding through the pupil premium is well above the national average.
- The number of pupils receiving support at school action is slightly higher than average but the numbers supported at school action plus or with a statement of special educational needs are more typical.
- There are separate Nursery and Reception classes in the Early Years Foundation Stage.
- The school does not provide any alternative provision but the governing body manages a breakfast club for pupils before school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is good or better by ensuring that all teachers:
 - introduce the variety of activities prepared for different groups of learners as soon as possible after the lesson has begun
 - react to pupils' responses so that activities are developed quickly to sustain pupils' progress throughout the lesson
 - ask questions that encourage pupils to think more deeply about their learning and to explain new learning accurately.
 - provide all pupils with more opportunities to write well in a range of subjects across the curriculum.
- Improve the effectiveness of leadership and management by ensuring that:
 - middle leaders ensure that all teachers follow school policies to support pupils' learning, including the promotion of pupils' literacy and numeracy skills
 - members of the governing body check up regularly on the impact of the school improvement plan on raising pupils' achievement.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement because there are not enough opportunities for them to write well in different subjects, so their attainment in English is not improving as quickly as it is in mathematics. More-able pupils do not make good progress because they have to wait too long in lessons for tasks that challenge them to think deeply and plan their own learning.
- Pupils enjoy reading and their attainment is broadly average in this subject by the time they leave the school. Some pupils who are learning English as an additional language and join the school when they are older do not have enough opportunities to practise blending sounds accurately to develop their understanding of language and so reach higher standards in reading.
- Since the previous inspection, there has been a steady improvement in pupils' achievement at Key Stage 1 and pupils throughout the school now make better progress so that their attainment is more consistent by the time they leave. Pupils' attainment in mathematics has improved because their key skills in calculation are stronger.
- The achievements of pupils entitled to the pupil premium funding have improved so that they are more similar to those of their peers, and boys' achievement is now comparable to that of girls.
- Children join the Early Years Foundation Stage with skills that are below the levels normally expected of children of their age. In addition, many of them have little opportunity to speak English at home. They make good progress in the Nursery and Reception classes because of the variety of activities that encourage them to use language often. For example, children in Reception remember lyrics and they sing confidently.
- Disabled pupils and those with special educational needs make good progress because of the well-organised systems for ensuring that their progress is carefully monitored and that adults provide effective support in lessons.

The quality of teaching

requires improvement

- Teaching requires improvement because too many teachers delay giving out the various tasks they have prepared for different groups of learners so more-able pupils in particular spend time completing tasks that are too easy for them. Teachers do not always notice when pupils need a fresh challenge during lessons and the pace of learning slows when they miss opportunities to introduce a relevant development.
- Teachers' questioning is less effective when it is used solely to remind pupils of key terms and phrases. In these cases, teachers questions are not varied enough to encourage pupils to develop their understanding by explaining ideas in their own words.
- Teachers have a useful system for letting pupils know the features required to complete tasks well which is helpful for some pupils. Although more-able pupils are encouraged to add to these criteria to make the task slightly more challenging, this process is limiting because it does not motivate pupils to investigate their ideas in depth.
- In better lessons, the various tasks teachers prepare give pupils confidence to begin tasks well. For example, pupils in Year 4 were able to write vivid poems about a fireworks display because the materials given to different groups helped them make quick decisions about structuring the piece so they were able to focus on creating powerful images.
- Teachers know pupils well so they are able to ask specific questions that encourage pupils to become involved in discussions about new ideas. For example, following a lively debate about how two different measurements could be compared, Year 6 pupils were able to go on and solve word problems using conversion graphs successfully.
- Teachers in the Early Years Foundation Stage organise enjoyable activities that help children

develop their communication skills well. For example, in the Nursery, children had fun describing animals to their teacher so she could guess what they were talking about.

- Following on from the previous inspection, teachers have introduced an effective system for marking pupils' work that means pupils recognise similar errors and so begin to understand how to correct them.
- Teaching assistants offer help skilfully so that pupils in the early stages of learning English as an additional language, disabled pupils and those with special educational needs understand tasks and can begin to learn independently. Learning coaches provide good support for pupils entitled to the pupil premium funding so that they learn more confidently.

The behaviour and safety of pupils are good

- Pupils follow instructions carefully in lessons and parents and carers say that they know the school helps their children understand how to work hard. Pupils' behaviour is not outstanding because they do not take full responsibility for making good progress. For example, they do not use their learning plans well enough to help improve their work. Although pupils say they want learning to be more challenging, when they are provided with the option of a harder task, a few tend to avoid it.
- Children in the Early Years Foundation Stage are enthusiastic learners and they want to share the things they discover with their peers. For example, as one child was sorting the plastic boats, he spotted that two were the same and he immediately turned to show his friend saying, 'Look what I found out!'
- Pupils are fascinated by one another's home countries. They take a keen interest in finding out about the various cultures and faiths and they respect the differences between them. Pupils are courteous and they play well together. Records show that pupils' behaviour is good over time. Pupils understand that there are several types of bullying and they are confident that staff will respond quickly if there are any allegations. They say that this is extremely rare and they feel safe in school.
- Pupils take their responsibilities as house captains and peer mediators seriously and they use these roles to promote the school's values. For example, the theme of the week during the inspection was, 'How do words make you feel?' Pupils add their thoughts to the 'Spiritual Growth Tree' display and as a result, one pupil had commented that they had been making an extra effort 'to use a calm voice and kind words'.

The leadership and management require improvement

- The headteacher provides clear direction and although he is determined to lead a school where colleagues hold one another to account for their impact on pupils' achievement, some middle leaders are reluctant to do this. This means teachers do not routinely include activities that develop pupils' literacy and numeracy skills in subjects other than English and mathematics.
- Following the previous inspection, teachers agreed fundamental principles of good practice in key subjects. Too few middle leaders check that their colleagues use these techniques in lessons so there has not been a concerted effort to improve pupils' achievement so that it is good.
- The middle leaders who monitor how well specific teaching methods are being included within lessons are able to make effective changes if there are signs pupils may be at risk of underachieving. For example, the progress of disabled pupils and those with special educational needs is carefully monitored and adapted to meet pupils' specific targets so that they achieve well.
- Information about pupils' progress is routinely reviewed so that no group is discriminated against and all pupils have an equal chance to learn. The quality of teaching is monitored and teachers

are given detailed targets. There are restrictions to salary progression when these are not fully met. Since the previous inspection, this more rigorous approach has had an impact on addressing inconsistencies in pupils' achievements.

- The curriculum promotes pupils' personal development successfully. For example, pupils created resources for their own Egyptian museum so that those who spoke Arabic as a first language were able to share a new vocabulary with their peers while they in turn came to appreciate a different heritage.
- Representatives from the local authority work closely with the school to ensure that self-evaluation is accurate and to generate plans that emphasise improvements in pupils' achievement.
- Parents and carers appreciate the range of activities that help them support their children's learning, particularly the workshops about the new ways pupils learn to read and calculate. The positive relationship between the school and parents and carers has had a positive impact on improving attendance.

■ **The governance of the school:**

- Members of the governing body are determined that pupils are confident about their future when they leave the school and they are coming to understand how the relative strengths of the school contribute to pupils' achievements. They have developed their expertise so they know how to interpret information about pupils' progress. They know about the quality of teaching as it is reported to them and they are aware of how performance management procedures have an impact on teachers' pay. They have not established their own routines for checking the effectiveness of school improvement activities so they are not in a strong position to provide independent challenge to leaders throughout the school. Administrative arrangements are organised so the governing body fulfils its statutory duties well. Safeguarding procedures are of a good quality, particularly the systems to follow up pupil absence, so there has been an improvement in attendance rates since the previous inspection. The budget is ably managed and the pupil premium is used well to employ learning coaches who work with pupils entitled to this funding to help them achieve expected standards. This has been effective in narrowing the gap between these pupils and others in the school.

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	100498
Local authority	Kensington and Chelsea
Inspection number	404728

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	219
Appropriate authority	The governing body
Chair	Azeez Bello
Headteacher	Stephen Boatright
Date of previous school inspection	28–29 June 2011
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