

St Cuthbert with St Matthias CofE Primary School

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

Inspection dates 17–18 September 2014

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

Summary of key findings for parents and pupils

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

- Achievement is not good because rates of progress in mathematics in Key Stage 2 are too uneven.
- Standards achieved by Year 6 pupils in the 2014 national tests were too low, particularly in mathematics for pupils in receipt of additional funding.
- Pupils do not make as much progress as they should in learning and applying phonics (the sounds that letters make).
- Teaching is variable in quality across the school and does not ensure that all pupils reach the standards of which they are capable.
- Pupils do not always know how to improve their work. Teaching assistants do not always focus enough on learning to make the most difference to pupils' progress.
- Learning in lessons does not always move forward quickly enough. Teachers do not routinely adapt their lessons so that pupils can make more progress in their learning.
- Leaders, managers and governors have not ensured that teaching and achievement have improved sufficiently since the last inspection so that they are good.
- Checks on teaching quality by senior leaders do not focus clearly enough on how well pupils learn and make progress over time.

The school has the following strengths:

- Children in the Early Years Foundation Stage get off to a good start in their learning.
- Pupils' standards at the end of Key Stage 1 have improved consistently in recent years, particularly in mathematics.
- Pupils have good attitudes to learning and are keen to do well. They are polite and considerate and take pride in their school.
- Disabled pupils and those with special educational needs make good progress.
- The curriculum provides a rich range of experiences which contributes well to pupils' strong spiritual, moral, social and cultural development.
- The acting headteacher and the recently appointed Chair of the Governing Body are providing strong leadership and a clear direction for the school.
- Pupils' behaviour around the school is good and they feel safe and secure. They wear their uniform smartly, help keep their school tidy and are punctual in the morning and attend well.

Information about this inspection

- The inspectors observed teaching in 11 lessons including one joint observation with the acting headteacher. They heard pupils read and they looked at examples of pupils’ work to obtain a view of teaching and learning over time.
- Meetings were held with representatives from the governing body, school leaders, teachers and groups of pupils. In addition, a meeting was held with a representative from the local authority and a representative from the diocese.
- Inspectors attended an assembly, observed lunchtime play and pupils having lunch in the dining hall.
- 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, representatives from the Parent Teacher Association and those expressed in a recent survey conducted by the school.
- Inspectors looked at various documents including the records of pupils’ progress and attainment, the school’s self-evaluation, behaviour and attendance records and safeguarding procedures. Inspectors also looked at the school website and the weekly newsletter.

Inspection team

Peter Nathan, Lead inspector

Additional Inspector

Theresa Davies

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 proportion of pupils known to be eligible for the pupil premium is well above the national average. The pupil premium is additional funding allocated according to numbers of pupils who are looked after or who are in receipt of free school meals.
- The majority of pupils are from a range of different minority ethnic groups and the proportion of pupils learning English as an additional language is high.
- The proportion of disabled pupils and those with special educational needs on the school roll is similar to the national average.
- The governing body manages a breakfast club for pupils before school.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics
- The school is receiving support from two outstanding schools. These are Strand-on-the-Green Infant and Nursery School and St Barnabas and St Philip C of E Primary School who are part of a locally organised 'rapid improvement group'.

What does the school need to do to improve further?

- Improve the quality of teaching across the school so that it is consistently good or better by:
 - ensuring that all teachers plan and adapt lessons when necessary so that pupils, including those who attract additional funding, reach the standards of which they are capable, particularly in mathematics at Key Stage 2.
 - providing pupils with consistent guidance, through marking and feedback, on how to improve their work in reading, writing and mathematics
 - making sure that the quality of teaching of phonics (the sounds that letters make) improves.
- Improve the impact of leadership and management by ensuring that:
 - pupils' underachievement is identified accurately and effective action is taken to get them back on track quickly
 - lesson observations focus clearly on how well pupils learn
 - marking and planning are monitored frequently to make sure they are helping pupils make at least good progress in learning
 - teaching assistants are all well trained to support pupils' learning.

Inspection judgements

The leadership and management

require improvement

- Leadership and management require improvement because pupils' achievement and the quality of teaching are not consistently good.
- The acting headteacher and senior leaders check the quality of teaching and provide feedback to staff. However, evaluations of teaching have not always focused sufficiently on how well pupils learn and make progress in lessons. This has led to some judgements on the impact of teaching on learning being too positive. Middle leaders are taking action to improve the quality of the curriculum such as with phonics and reading. However, many are new to their positions and so changes have not yet made sufficient impact on the progress pupils make.
- Senior leaders, including governors, have a clear vision for the future direction of the school. The school has been through a period of staffing instability over the past year but the acting headteacher has the full support of staff and parents and carers to take the school forward. She and all leaders have a clear understanding of where the school needs to improve and are already taking action to make sure that there is consistently good or better achievement across the school as with the teaching of phonics. The partnerships with the two outstanding schools are used effectively to demonstrate outstanding practice and strategies to raise achievement and improve teaching.
- The school curriculum provides interesting and well-balanced programmes of study. Specific provision is made for more-able pupils to enable them to make good progress in writing. There is good provision for disabled pupils and those with special educational needs, such as speech, language and communication needs, enabling them to make good progress. The additional funding for primary school sport is used effectively to give pupils a range of sporting opportunities and an understanding of how to live healthier lives, and the school has a number of teams that compete successfully against local schools.
- The school provides well for pupils' spiritual, moral, social and cultural development. Pupils reflect on the world around them through prayer in lessons and in assemblies and also through exploring nature in science. They show respect for each other and play and work together very well in the international and multi-faith community of the school. There are many excellent enrichment activities through the school's clubs and opportunities to visit local museums, such as the Natural History Museum, and to work with the Bach Choir on musical performances. British values such as democracy are promoted well in the school through, for example, the election of the school council.
- Parents and carers are very supportive of the acting headteacher and the school, although some concerns were justifiably raised about staffing changes and communication last year. The weekly school newsletter is excellent in providing clear information for parents and carers, as is the comprehensive school website. The Parent Teacher Association is active in the school and works with governors and school leaders to address any concerns raised by parents and carers.
- The local authority and the diocese provide effective support for the school and have facilitated collaboration with other schools. Training opportunities offered have been taken up by staff and governors and are supporting improvements in the school.
- **The governance of the school:**
 - Members of the governing body bring a range of expertise and skills to the school and undertake training regularly. They understand the strengths of the school and what is needed to improve it. Governors regularly visit the school and have helped in the setting up of the Parent Teacher Association to support the school. Governors understand information about pupils' achievement and how this relates to the quality of teaching. They hold the school to account by asking challenging questions about the progress that pupils make and know that this is not consistently good enough. They have a good overview of the budget and how additional funding is spent to raise the achievement of pupils who attract it. Effective systems are in place to check on the performance of staff, including senior leaders to inform decisions about pay progression. . Working together with school leaders, governors ensure that safeguarding arrangements meet statutory requirements.

The behaviour and safety of pupils

are good

- The school has strong systems in place to promote and secure good behaviour in the form of rewards and sanctions which the pupils understand. The house system and house points, for example, are used effectively to reward good behaviour. Parents and carers spoken to reported no concerns about behaviour and say their children are happy in school. In classrooms, inspectors found pupils keen to learn and listen carefully to their teachers and other adults.

- During break and lunchtimes, pupils play well together and enjoy the activities organised for them. Pupils say that there have been a few cases of bullying but they also say that the school now deals with any incidents well. Breakfast club provides pupils with a calm start to the school day.
- Pupils value the responsibilities they take on in the school. These include the school council, organising events to raise funds for equipment, and house captains acting as mentors for younger pupils. Pupils are particularly enthusiastic about the pumpkins and other vegetables grown in their allotment.
- The school's work to keep pupils safe and secure is good. Inspection confirms that parents, carers, staff and pupils all rightly believe that the school is a safe place. Pupils are well supervised at all times and they are well looked after. Pupils have a good awareness of how to stay safe, for example when using the internet. They understand about all types of bullying including cyber bullying and racism.
- Attendance is average and has improved over the past year. The school's actions have effectively improved this aspect of its work. Pupils are punctual to school and to lessons.

The quality of teaching

requires improvement

- While some teaching is good, it has not been consistently good enough over time to ensure that pupils make good progress, particularly in Key Stage 2 and in mathematics.
- Pupils' learning does not always move forward quickly enough because the work set is not always at the right level. For the most-able pupils it is sometimes too easy and for other pupils it is too hard.
- Some evidence of good marking of pupils' work helps pupils improve the presentation and quality of their work but this is not evident in all classes. This inconsistency prevents all pupils from knowing precisely how to improve their work.
- There are examples of where teaching assistants make a strong impact on learning such as for pupils with special educational needs. However, teaching assistants are not always effective because they are not always clear about the best ways of helping pupils move forward in their learning.
- The teaching of phonics (the sounds that letters make) is improving but over time it has not been taught well enough to make sure that pupils make good progress.
- There are good working relationships in all classes and pupils are enthusiastic and enjoy learning. Good classroom management by teachers means that pupils settle quickly into their work at the start of the day and after breaks which supports learning well.

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement because academic progress varies across the school and between subjects. Pupils in Key Stage 2 do not make consistently good progress.
- Pupils' attainment is too low at the end of Key Stage 2 particularly for disadvantaged pupils in mathematics. This is because progress has been inconsistent across year groups and subjects. In 2013, by the end of Year 6, attainment was broadly average and pupils made excellent progress in all subjects. In 2014, despite an improvement in attainment in writing, by the end of Year 6 pupils' progress in mathematics was not good and standards in mathematics fell to below average.
- Pupils start school in Nursery and Reception classes with skills below the levels typically expected for their age. They make rapid gains in their learning, particularly in communication and social skills, and leave the Early Years Foundation Stage well prepared for Year 1. They continue to make good progress across Key Stage 1 in writing and mathematics. Overall attainment at the end of Year 2 has improved over time and is now broadly average.
- Many pupils enjoy their reading, read regularly and are pleased to use the new library. Extra support is provided for those that need it and more-able readers encouraged to extend their skills by reading widely. Pupils' performance at the end of Year 1 in the 2014 phonics check was below the national average because it was not taught regularly.
- Pupils' writing is improving as they now have the opportunity to have extended writing time each week. Most pupils' books show improvement in presentation and quality of work although standards in grammar, punctuation and spelling were not high enough at the end of Year 6 in 2014.
- Disabled pupils and those with special educational needs make good progress from their individual starting points. They receive specialist teaching and support from trained teaching assistants which enables them to integrate well into school and learn successfully. Pupils who arrive in school speaking little or no English are welcomed into the school and make good progress in their learning. They receive good support from teachers and teaching assistants.

- Pupils eligible for additional funding in most classes make progress that is similar to that of other pupils across the school. In 2013, by the end of Year 6, pupils known to be eligible for free school meals were one term behind other pupils in the school in reading and mathematics and two terms behind in writing. They had, however, made rapid progress in their learning since the end of Key Stage 1. In 2014, by the end of Year 6, the attainment of such pupils had fallen in mathematics and progress was not as good as in 2013.
- The most-able pupils are able to reach higher levels of attainment, particularly in mathematics and writing, and make good progress. This is because they receive good specialist teaching and are provided with extension activities, such as in the weekly school newsletter, to challenge their learning.

The early years provision

is good

- Children make good progress in both Nursery and Reception from their starting points. They develop their reading and writing skills well but do not make as much progress in mathematics. They make good progress in their social and emotional development to prepare them for Year 1.
- Teaching is consistently good and provides a stimulating environment for learning which the children enjoy. Children are warmly welcomed into school by all teaching staff through a well-thought-through induction process. Strong relationships are built with children and with parents and carers to make sure that children learn well and communication with the home is effective, using translators when needed.
- Children's behaviour is good and they play and learn well together in a safe environment. Children are well cared for and teaching staff know well the individual children for whom they have responsibility.
- The curriculum provided for the children is good and provides a range of appropriate experiences to extend their learning. Children show they are keen to learn and join in activities even though the inspection took place during their first week in school. In a nature activity observed, children were excited by seeing a woodlouse crawl across a leaf and good questioning by adults developed learning about science and woodlice.
- Leaders and managers have a clear understanding of the strengths of the Early Years Foundation Stage. They monitor individual progress well and ensure that any children who need extra support receive it, including from outside agencies. They have a clear vision for further improvement in the early years.

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	448943

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	Carla Munoz Slaughter
Headteacher	Stephen Boatright
Date of previous school inspection	5–6 December 2012
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