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17 December 2014

Miss Gillian Putterill
Acting Headteacher
St Cuthbert with St Matthias CofE Primary School
Warwick Road
London
SW5 9UE

Dear Miss Putterill

Requires improvement: monitoring inspection visit to St Cuthbert with St Matthias CofE Primary School

Following my visit to your school on 17 December 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in September 2014. It was carried out under section 8 of the Education Act 2005. At its previous section 5 inspection the school was also judged to require improvement.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure the good practice in marking and feedback is consistently applied in all pupils' books, to secure faster progress
- further develop pupils' presentation skills, particularly in numeracy and writing
- develop the skills of teaching assistants, so they are all able to support pupils effectively.

Evidence

During the inspection, meetings were held with you, middle leaders, pupils, governors, a representative of the local authority and a representative from the London Diocesan Board for Schools to discuss the action taken since the last inspection.

Action plans, performance data and governing body minutes were evaluated. You accompanied me during visits to all classes in the school, where we observed teaching and looked at pupils' work.

Context

Since the inspection in September, the headteacher has resigned and you are now the acting headteacher.

Main findings

You have very clear and detailed action plans, which are supported and implemented by all members of the school community. This, along with your steely determination, has led to substantial improvements being made in a short amount of time. You are well supported by middle leaders and governors, who regularly review and update plans, ensuring areas for improvement are addressed quickly.

There have been significant improvements in the quality of teaching. Teachers' expectations of pupils are higher. Assessment data is analysed every half term and pupils who are not making enough progress are provided with extra support. In most classes, good progress has been made this term in reading, writing and mathematics.

There are more opportunities for professional development. Teachers and teaching assistants have visited neighbouring schools to observe outstanding practice. This has had a positive impact on the quality of phonics teaching, where pupils learn about the sounds that letters make. Pupils work at the appropriate level in focused groups, enabling them to make better progress.

Teachers' marking provides clearer targets to help pupils improve their work. Pupils are responding more regularly to the marking and good progress can be seen in most pupils' books. This practice now needs to be applied consistently.

A range of smaller group sessions take place throughout the school to meet specific pupils' needs. Additional reading and writing sessions are also provided before and after school. The impact of these sessions is analysed and adapted to ensure pupils make good progress.

Pupils from Reception to Year 3 are benefitting from a new mathematics programme. Teachers have received training in mathematics, which has refined their subject knowledge and practice. Leaders now need to ensure the consistency of good practice throughout the school, so that pupils' attainment at Key Stage 2 is at least in line with national averages.

The leader responsible for special educational needs now line manages teaching assistants. She sets clear targets and provides appropriate training. The majority of teaching assistants provide pupils with an effective level of challenge. Some still need to develop their skills further, to be able to support pupils more effectively.

Pupils' handwriting has improved through the implementation of a new handwriting scheme and pupils' presentation skills have improved as a result. This now needs applying consistently in all aspects of lessons.

Pupils are extremely articulate and talk confidently about what they are learning and how they can improve their work. They enjoy being at school and feel there are more exciting learning opportunities. One pupil proudly talked about how he had helped grow the vegetables for one of the 'enrichment' activities. During this activity, pupils had developed their mathematical, scientific and cookery skills to make vegetable soup.

Highly skilled and extremely determined governors challenge the school rigorously and effectively. You are particularly well supported by the Chair of Governors, who is relentless in her ambition to ensure improvements are secured as rapidly as possible. All governors visit the school regularly and many attend additional meetings set up to secure rapid improvement. Actions discussed are implemented with immediate effect, wherever possible.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority and the London Diocesan Board for Schools provide exceptional support. Representatives from the local authority and London Diocesan Board for Schools work closely and effectively with each other and with the governors.

Regular meetings take place to monitor action plans and ensure the school is making rapid progress. Your strong leadership and significant contribution to the school's recent improvements are widely recognised. There is a cohesive approach to driving improvements and a relentless focus on raising standards.

The school has been linked with two neighbouring outstanding schools. Teachers have visited both schools to observe outstanding practice. This has improved the

quality of teaching throughout the school. The school has also received support with moderation activities to ensure assessment data is accurate. One headteacher works more closely with you and is providing excellent support.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Kensington and Chelsea and the Diocese of London.

Yours sincerely

Mel Rose

Her Majesty's Inspector