

# Inspection of a good school: St Cuthbert with St Matthias C of E Primary School

Warwick Road, Earls Court, London SW5 9UE

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Inspection dates:

10 and 11 November 2021

## **Outcome**

St Cuthbert with St Matthias C of E Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils value being part of their diverse community and enjoy being together. They show kindness towards each other and are understanding of everyone's different needs. There are warm, professional relationships between staff and pupils. One pupil stated: 'You will always have good memories of how open everyone is here at St Cuthbert's.' This view was held by many pupils.

Pupils typically behave well in their classrooms and in the playground. Pupils said that there is no bullying. If anyone misbehaves or is unkind, staff deal with it quickly. Pupils feel safe in school. They readily go to an adult if they have any concerns or worries.

Leaders and staff set high expectations for all pupils' learning. Staff know pupils well. They make sure that pupils achieve well and benefit from a broad, carefully taught curriculum in most subjects.

The school's values of 'Loving one another, Learning for the future' are reflected throughout different learning experiences. Pupils appreciate their weekly awards for acts of kindness. They display their care with members of the local community. For example, pupils meet with older people to listen to their memories. They then write and publish people's stories in books each year.

## **What does the school do well and what does it need to do better?**

Leaders and governors want all pupils to do well. The curriculum is ambitious and inclusive. It is well planned and meets the scope of the national curriculum. Leaders and teachers are determined that all pupils, including those with special educational needs and/or disabilities (SEND), will gain knowledge that helps them to succeed.

Reading is promoted well across the school. Leaders expect pupils to read every day. This helps pupils to build good reading habits early on. Teachers choose stories and books to help pupils develop a love of reading. From the time they start in the Nursery

classes, the curriculum develops children's awareness of sounds and letters. This is then built on effectively through well-organised phonics teaching. Teachers use assessment well to identify pupils who are falling behind. Extra support for pupils is provided swiftly. Leaders are currently introducing a new phonics programme to strengthen the existing approach to early reading. While the new programme is being introduced, leaders are taking effective steps to maintain their high expectations for pupils' reading development. For instance, they have prioritised training for staff and investment in new resources.

Subject plans have been sequenced well. Important knowledge and skills are revisited so that pupils practise and apply what they have learned. Teachers have good subject knowledge. They introduce new subject content clearly. This helps pupils to draw on their prior knowledge and understand how this connects with what they are learning next. As a result, pupils develop a secure understanding of essential concepts. For example, in history, pupils spoke confidently about the roles of the prime ministers during the First and Second World Wars. This was because they were able to use their learning about one historical period to make comparisons with another.

In a few cases, these positive features of the curriculum are not as fully developed, for instance in physical education (PE). Sometimes, pupils are asked to attempt more complex learning before they have mastered earlier skills. For example, subject plans identify that pupils should use their knowledge and skills to play team games. However, some pupils find this difficult because they have not fully grasped the knowledge and skills that they have previously been taught.

Leaders plan well for pupils' broader development. They make the most of being close to places of interest in London. Examples of visits include those to the National Army Museum and The Wallace Collection. These are memorable for pupils and support them to understand the planned curriculum. For instance, a recent theatre visit to see the play 'Lottie's War' enhanced pupils' learning in history.

Pupils with SEND are well supported to access the full curriculum. Those pupils at the early stages of speaking English as an additional language also receive effective support. Teachers consider pupils' needs carefully when they deliver the curriculum. From the early years onwards, pupils receive well-targeted help from adults. This includes resources adapted for each individual, such as pictures and practical equipment. Pupils respond well to this support.

Teachers value the support of senior and middle leaders. They said that they can approach leaders at any time about help with balancing their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff and governors receive regular safeguarding training. This means that adults quickly identify any concerns regarding the well-being of pupils and their families. Leaders

ensure that extra help is provided when pupils need it. They work closely with external agencies to put in place additional support.

Pupils said that they feel safe. Staff agree that pupils are kept safe. The majority of parents who responded to Ofsted's survey also agree that their children feel safe at school

All safeguarding checks are carried out prior to staff starting employment. Governors help leaders to evaluate and strengthen systems in place to promote pupils' safety and welfare.

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

### **(Information for the school and appropriate authority)**

- Occasionally, the planning and delivery of the curriculum do not enable pupils to build up and deepen their knowledge effectively. In PE, for instance, while subject plans match the ambition of the national curriculum, teaching sometimes introduces pupils to more complex learning before they have mastered earlier skills. Leaders need to ensure that, in all subjects, pupils fully secure previous learning before they move on to new subject content.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in October 2016.

## **How can I feedback my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	100498
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	10200252
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	190
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Hamish Adourian
<b>Headteacher</b>	Gillian Putterill
<b>Website</b>	<a href="http://www.scwsm.rbkc.sch.uk">www.scwsm.rbkc.sch.uk</a>
<b>Dates of previous inspection</b>	18 and 19 October 2016, under section 5 of the Education Act 2005

## Information about this school

- The school is a member of the London Diocese and has a Christian character. The school's last section 48 inspection took place in 2016.
- The school has a breakfast club and an after-school club.
- The proportion of pupils who join or leave the school at times other than usual is much higher than average.
- The school does not make use of any alternative provision.
- A new chair of the governing body has taken up post since the last inspection.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in her evaluation
- The inspector carried out deep dives in the following subjects: reading, history and PE. As part of the deep dives, the inspector met with leaders to discuss curriculum plans,

visited lessons with senior leaders, looked at pupils' work and met with teachers. Other subjects, including mathematics, were also considered.

- The inspector observed pupils' behaviour during lesson visits and around the school. This included visits to lunchtime activities and the dining hall.
- The effectiveness of safeguarding arrangements was considered through discussions with leaders, teachers and support staff. The inspector also looked at records relating to safeguarding, including pre-employment checks on staff.
- The inspector spoke to a range of staff about their workload and well-being. Responses from staff and parents to Ofsted's surveys were also considered.
- A wide range of documentation was reviewed, including the school improvement plan, curriculum documentation and school policies.

### **Inspection team**

Janice Howkins, lead inspector

Ofsted Inspector

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