

St Cuthbert with St Matthias CofE Primary School

Warwick Road, Earls Court, London SW5 9UE

Inspection dates

18–19 October 2016

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires Improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher has worked diligently to secure significant improvements in this school since its last inspection. Consequently, standards are continuously rising.
- The local authority and the London Diocese Board for Schools have unstintingly supported the headteacher in her journey of improvement. As a result, standards have improved.
- The chair of the governing body has been proactive in the 'rapid improvement group' which was set up to focus on improving the school. Governors know the school well and are determined to secure the best outcomes for every pupil. They effectively support and challenge school leaders.
- The quality of teaching, learning and assessment is good. The headteacher has successfully addressed previously weak teaching. Consequently, pupils make good progress across subjects and all year groups.
- Children make good progress in the early years. They happily play and learn together in a stimulating learning environment.
- Leaders' actions have been effective in improving attendance rates. Pupils' attendance is now in line with the national average.
- Leaders use the pupil premium funding prudently. They make sure that disadvantaged pupils make good progress.
- Pupils' behaviour is good. They are respectful and polite. Pupils enjoy coming to school and value their education.
- The school's work to promote pupils' spiritual, moral, social and cultural development is a clear strength. This is underpinned by the school's Christian values of kindness, caring, forgiveness, compassion and cooperation. Pupils are well prepared for life in modern Britain.
- Leaders have astutely introduced new initiatives to challenge the most able pupils. It is evident that teachers are implementing these in their classrooms. However, these initiatives have not had sufficient time to increase pupils' rates of progress.
- There are limited opportunities for pupils to apply their mathematical skills in problem-solving.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning in mathematics by providing more opportunities for pupils to work on mathematical problem-solving.
- Fully embed the current initiatives so the most able pupils, particularly in key stage 2, make rapid progress.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher is a reflective and inspirational leader who puts pupils' interests at the heart of what she does. She has high expectations of herself, teachers and pupils at the school. The headteacher has been relentless in her efforts to swiftly secure the required improvements since the last inspection. As a result, standards are continually rising across the school.
- The headteacher is ably supported by the newly appointed deputy headteacher. The staff share the leaders' high expectations of securing the best possible outcomes for every pupil. Teachers appreciate the 'hands-on' support they receive from leaders to improve their own teaching. Staff morale is high. Teachers commented, 'There is a great team spirit. We are aiming for a brighter future for all our pupils.'
- Leaders have ensured that teaching is now good. The headteacher has successfully eradicated weak teaching. Leaders rigorously check the quality of teaching and pupils' progress in every class. They hold teachers to account for pupils' progress. Consequently, pupils make good progress in their learning.
- A 'rapid improvement group', which included lead advisers from the London Diocese Board for Schools, provided effective support and closely monitored the school's plans for improvement. As a result, the quality of teaching and standards have improved significantly since the last inspection.
- Leaders have developed effective mechanisms to check pupils' progress. They have designed a robust system that allows them to check regularly how every pupil is doing in reading, writing and mathematics. This enables leaders to quickly identify any pupil who is falling behind and put in place the necessary actions. This has resulted in standards constantly rising.
- The curriculum is exciting, meaningful and relevant and it increases pupils' enthusiasm for learning. Pupils commented, 'There is never a dull moment... teachers educate us in different subjects and skills that are useful in our lives.' The curriculum covers all the subjects of the national curriculum and pupils study a range of topics. These include 'How healthy is my diet?', when pupils enjoy learning about healthy eating. Additionally, the curriculum is enriched with a range of activities such as educational visits, visiting artists and after-school clubs.
- The curriculum is extended for the most able pupils. For example, pupils are given a big-picture research project each half-term, which they present to other pupils in their respective key-stage assemblies. Leaders have put plans into place to challenge this group of pupils. However, their actions have not had enough time to increase the rates of these pupils' progress.
- The pupil premium funding is used effectively to provide additional support for disadvantaged pupils. As a result, outcomes have improved for this group of pupils. For example, in 2016 the proportion of disadvantaged pupils who attained the higher standards in mathematics at the end of key stage 1 was above average, compared to other pupils nationally.
- The sports funding is used to good effect. The school has recruited a specialist physical education teacher and dance instructor. In addition, the funding is used effectively to increase pupils' participation in sporting competitions, activities at lunchtimes and

after-school clubs. Sports equipment has also been purchased. As a result, pupils are developing their abilities to work successfully as team members and live healthy lifestyles.

- Pupils' spiritual, moral, social and cultural development is promoted well throughout the school. Pupils learn about issues such as democracy, diversity and equality through the curriculum, special events, religious education and assemblies. Furthermore, pupils engage in whole-school projects such as Refugee Week, when they empathise with the plight of children around the world. This helps pupils to develop a sense of empathy for children beyond their own school community.
- The school strongly promotes equality of opportunity through the curriculum. For example, Year 4 pupils worked with a visiting artist to reflect on a range of religious symbols using the colours of the Union Jack. Pupils speak positively about how the school uses every opportunity to promote a better understanding of British values.

Governance of the school

- The governing body has been strengthened since the last inspection. The chair of the governing body is an active member of the 'rapid improvement group' and takes a strategic role in the direction of the school's improvement.
- Governors contribute to the school's key documentation, such as the plans for school improvement. They work effectively with school leaders to make strategic decisions on how to further improve the school.
- Governors effectively hold senior leaders to account for the school's performance. They challenge leaders by asking a range of challenging questions related to pupils' achievement and improving the quality of teaching.
- Members of the governing body use their regular visits to the school well to make sure that safeguarding procedures are robustly followed.

Safeguarding

- The arrangements for safeguarding are effective. Leaders and governors are very well aware of the safeguarding risks in the local community and how to respond to them. They follow up attendance and the final destination of pupils leaving the school with rigour and promptness.
- Leaders work closely with parents and external agencies to ensure the safety and welfare of its pupils. There is a strong culture of vigilance whereby pupils feel safe and well cared for. Staff are well trained, vigilant and follow the school's internal procedures meticulously should they need to raise any concerns. Equally, they are well trained to protect pupils from the dangers of radicalisation and extremism. Parents and staff agree that pupils are well cared for and safe at school.

Quality of teaching, learning and assessment

Good

- Since the last inspection, leaders have taken effective actions to improve the quality of teaching, learning and assessment. This has resulted in teaching now being good across the school.
- Teachers and teaching assistants have received effective training to teach phonics. As a result, phonics teaching has improved significantly since the last inspection. During

visits to lessons, inspectors noted pupils making good progress in phonics. Pupils in key stage 1 use their phonics knowledge and skills well to read unfamiliar words.

- Pupils write at length using their imagination and writing skills. They write in different styles and contexts. For example, during Refugee Week pupils wrote stories about the adventures of a cat. Pupils used their imagination and took on the role of a refugee cat. Year 6 pupils told inspectors they were writing letters to refugee children.
- Mathematics teaching is good across the school. Book scrutiny indicates that number skills are taught well. However, there are fewer opportunities for pupils to use their mathematical skills to solve problems.
- Teaching assistants have been trained well and are deployed effectively to support pupils who have special educational needs and/or disabilities. For example, teaching assistants support younger pupils to add tens and units, using correct mathematical vocabulary. Both teachers and teaching assistants are held to account for the progress these pupils make. Consequently, pupils make good progress in their learning.
- Pupils told inspectors they enjoy the home-learning projects and homework clubs which help them to succeed in their learning. One remarked, 'It helps develop our research skills.' Pupils use research projects linked to topics, such as the solar system, to develop their research skills and make high-quality models of the solar system.
- Inspection evidence confirms that teachers have high expectations of pupils' work and presentation in their mathematics and writing books.
- The most able pupils are given additional challenges in reading, writing and mathematics. Leaders have identified a range of strategies, such as the 'gold envelopes' which contain challenging questions to develop pupils' thinking skills. However, these strategies are not fully embedded to accelerate pupils' progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their school and enjoy being in school. They wear their uniform with great pride.
- Pupils are confident learners. They know the value of education. One pupil said, 'Learning is fun and educational. It prepares us for the real world.'
- Pupils say bullying is a rare occurrence in the school. They understand the different forms of bullying and know adults will take their concerns seriously. Pupils take on responsibilities such as peer mediators in the playground, and help to resolve issues between pupils. As a result, pupils play happily with each other.
- Pupils say they are very safe at school. They learn how to stay safe through their personal, social, health and economic education. For example, pupils in Year 1 learn about how to stay safe on the roads. Pupils demonstrate a good understanding of internet safety and know how to stay safe online.

Behaviour

- The behaviour of pupils is good.

- Pupils understand and follow the school's code of behaviour very well. Pupils told inspectors that the school's rewards and consequences are applied fairly. They conduct themselves well around the school, within lessons and at playtimes and lunchtimes.
- Pupils are very polite, courteous and respectful. For example, they hold doors open for each other and adults, including the inspectors. Pupils told inspectors they that learn about different religions and the need to respect the differences between people. They say adults treat pupils equally, regardless of the different religions represented in the school community.
- Attendance is now in line with the national average. Leaders have taken effective actions that are having a positive impact on the attendance of individual pupils and families. Similarly, leaders are successfully reducing the high levels of persistent absence. Consequently, learning time is much improved and contributes to the good progress pupils make in their learning.

Outcomes for pupils

Good

- Pupils currently in the school are making good progress across all subjects and year groups. This means that pupils are working at the standards expected for their age. This was confirmed by inspectors visiting lessons, listening to pupils read, talking to them about their learning and scrutinising their books.
- Phonics and reading skills are taught effectively in Year 1. In 2016, the proportion of pupils that met the expected standards in phonics in Year 1 was above average. This was a significant improvement and is the result of the much-improved quality of teaching in phonics since the last inspection.
- The most able pupils in key stages 1 and 2 read with fluency, accuracy and expression. They show a great love for reading. The most able Year 6 pupils told inspectors that their teachers give them challenging books to read, which they enjoy.
- Writing is a clear strength in the school. The school's own assessment information shows that pupils make good progress in writing. The written work in pupils' books, displays around the school and topic books indicate that pupils are writing at standards expected for their age.
- Pupils make good progress in mathematics. Inspectors confirmed this by visiting lessons and scrutinising pupils' books. However, pupils have limited opportunities to apply their mathematical skills to problem-solving.
- The most able pupils, including the most able disadvantaged pupils in key stage 1, make good progress in reading, writing and mathematics. Consequently, the proportion of pupils that achieved the higher standards in 2016 was above average in all subjects.
- In 2015, disadvantaged pupils made similar progress in reading, writing and mathematics to other pupils nationally with similar starting points. However, the few most able disadvantaged pupils did not make better progress in reading and mathematics.
- The unvalidated data for the new 2016 tests shows that the proportion of disadvantaged pupils that achieved the expected standards in reading and writing was above average. Their attainment in mathematics was average. This has been possible because the school successfully targets how best to use the pupil premium funding to improve standards further.

- Pupils who have special educational needs and/or disabilities make good progress because of the effective support they receive. Their progress is checked regularly and additional support and interventions are used effectively to meet their needs.
- In the 2016 key stage 2 national tests, the proportion of most-able pupils attaining the higher standards in reading, writing and mathematics was below average. The proportion of most-able disadvantaged pupils attaining higher standards was below average in reading and writing. Leaders have identified the reasons for the decline, and quickly introduced strategies to increase pupils' rates of progress. However, it is too early to assess the impact of these strategies.

Early years provision

Good

- The early years leader provides effective leadership, which has resulted in children making good progress in the early years. As a result, standards in the early years have continued to rise since the last inspection.
- In 2015, children entered the Reception class with skills, knowledge and understanding that are typically below those of children their age. By the end of Reception, the proportion of children reaching a good level of development was above average. The proportion of children eligible for free school meals who achieved a good level of development was above average. Teaching assistants make a significant contribution to supporting children with their language development. Children are well prepared for their learning in key stage 1.
- The learning environment, both indoors and outdoors, is exciting and stimulating. It motivates children to engage in their learning. Teachers use the rich learning activities well to promote children's learning across the seven areas of learning. For example, in Reception class, children are challenged to use play dough to make eight legs for an octopus model. This activity promotes children's language, mathematical and fine motor skills development.
- Children in the early years are very well behaved. They remain focused on their chosen activities and are not easily distracted by others. Their engagement and enjoyment in their learning show that the children are safe and happy.
- Adults in the early years use their training effectively to improve children's language development. High-quality interactions between adults and children lead to adults supporting children's language development well. For example, a child's language skills improved during a role-play scenario when words such as 'longer', 'in front of' and 'behind' were reinforced.
- The school has strong relationships between parents and carers in the early years. Parents are invited to contribute to their child's learning and development through a range of activities, such as workshops and home-learning projects. Additionally, parents regularly contribute to their child's learning journals. This enables parents to support their child's learning at home.
- Safeguarding is effective and there are no breaches of the welfare arrangements.

School details

Unique reference number	100498
Local authority	Kensington and Chelsea
Inspection number	10019648

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair	Carla Munoz Slaughter
Headteacher	Gillian Putterill
Telephone number	020 7373 8225
Website	www.scwsm.org
Email address	info@st-cuthbert.rbkc.sch.uk
Date of previous inspection	17–18 September 2014

Information about this school

- The school meets requirements on the publication of specified information on its website.
- This school is smaller than the average-sized primary school. Mobility rates are high, with pupils arriving and leaving the school at different times during the academic year.
- The proportion of pupils supported by the pupil premium funding is well above average.
- The vast majority of pupils are from minority ethnic groups. The proportion of pupils who speak English as an additional language is high.
- The proportion of pupils who have special educational needs and/or disabilities is well above average. The proportion of pupils who have education, health and care plans is above average.

- The school meets the government's current floor standards. These set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- The school receives support from local outstanding primary schools. Additionally, it receives support from the local authority and the London Diocese Board for Schools.
- There is a breakfast club that is run by the school.

Information about this inspection

- Inspectors observed pupils' learning in 13 lessons or parts of lessons, some of which were joint observations with senior leaders. In addition, inspectors scrutinised pupils' books, both while visiting lessons and independently.
- Inspectors spoke with pupils within lessons, playtime and lunchtime. The lead inspector spoke more formally with two groups of pupils. One group included some of the most able pupils in the school.
- Inspectors listened to pupils read in Years 1, 3, 4, 5 and 6.
- The lead inspector met with the headteacher and other senior leaders, the chair of the governing body and five other governors. Meetings were also held with representatives from the local authority and the London Diocese Board for Schools.
- An inspector accompanied a group of pupils on a learning walk. Pupils voiced their views about the school and their learning experiences. Additionally, inspectors carried out visits to lessons in key stage 1 and the early years foundation stage.
- Inspectors took into account 14 responses to Parent View, Ofsted's online questionnaire, and seven free-text responses. Inspectors also met with parents informally in the playground at the start of the school day.
- The 11 responses to Ofsted's staff questionnaire were taken into account.
- Inspectors analysed a range of school documentation, including the school's own information on current pupils' progress, plans for improvement, records relating to behaviour and safeguarding and the checks that leaders make on the quality of teaching and learning.

Inspection team

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Ofsted Inspector

Denise James-Mason

Ofsted Inspector

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