

# St Matthew's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	102419
<b>Local Authority</b>	Hillingdon
<b>Inspection number</b>	335898
<b>Inspection dates</b>	21–22 October 2009
<b>Reporting inspector</b>	Michael Merchant

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	445
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Young
<b>Headteacher</b>	Christopher Cole
<b>Date of previous school inspection</b>	15 September 2006
<b>School address</b>	High Street Yiewsley West Drayton Middlesex UB7 7QJ
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 23 lessons, and held meetings with governors, staff, an officer from the local authority, and groups of pupils. They also talked to some parents who were present at the start and finish of the school day. The inspectors observed the school's work, and looked at its improvement plan, data on pupils' progress, records of the monitoring of the quality of teaching, and a range of school policies. They also analysed questionnaires received from 50 parents and 80 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' attainment and the progress they make as they move up through the school
- how well the teaching takes account of the needs of groups and individuals
- how well teachers check the progress of different groups of pupils and inform them about what they need to do to improve their work
- the effectiveness of leaders and managers at all levels in bringing about improvements in the outcomes for all pupils.

## Information about the school

St Matthew's is much larger in size than most other primary schools. Just over a half of all pupils are of White British heritage, others come from a wide range of heritages, the largest group being pupils of Asian or Asian British of Indian backgrounds. The proportion of pupils at the early stages of learning English is much higher than is typically found. The number of pupils eligible for free school meals is well above average, as are those identified as having special educational needs and/or disabilities, mainly specific learning difficulties (dyslexia). The number of pupils with a statement of special educational needs is below average. There are two Nursery and two Reception classes in the Early Years Foundation Stage. The school provides a wide range of extended services including a breakfast and after-school club.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

### Overall effectiveness: how good is the school?

**1**

### The school's capacity for sustained improvement

**1**

## Main findings

This is an outstanding and rapidly improving school. A key strength of the school is the exemplary pastoral care that it offers so that by the time pupils leave in Year 6 they are confident, well-rounded young people, ready to play their full part in the world beyond school. Pupils make good progress as they move through the school to reach standards that are at, and sometimes above, the national average. They achieve well not just because teaching and learning are good and often excellent, but also because they are encouraged to see their potential and are given the self-confidence to work hard and aim high. Consequently, pupils' personal development is outstanding. One reason for the school's success is the drive and ambition of the headteacher, which is shared by all staff and governors. There is a corporate desire to provide the best for all pupils and a commitment to continue moving the school forward, building on a number of strengths. The key ones are:

- children get off to a flying start in the Nursery and Reception classes
- all adults work together extremely well to ensure that all pupils, whatever their difficulties or disabilities, are able to take full advantage of all that the school has to offer
- pupils' behaviour in class and around school is impeccable and they have a high regard for both their classmates and for the adults who work with them
- pupils display an enviable generosity of spirit, support a range of national and global charities and are always concerned to take care of the environment
- a very positive atmosphere permeates the school and relationships are exceptionally strong and this, together with excellent care, guidance and support, results in happy learners.

Lessons are typified by enthusiasm, enjoyment, engagement and exemplary behaviour. Consequently, pupils are very well motivated, come to school ready to learn and are eager to contribute to lessons. Teachers mark books and set targets for improvement carefully and regularly. As a result, the advice teachers give to pupils as to how to improve their work is very effective and most pupils are clear as to the next steps in their learning. In a minority of lessons, learning is held back because teachers do not always ensure that pupils are given sufficient time to work independently and to talk about their findings. Sometimes, tasks set in lessons do not provide maximum challenge for all pupils, particularly the high-flyers. Despite the strenuous efforts of the school, attendance, although improving, is no better than average.

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There is a strong sense of teamwork and pride in what has already been achieved, coupled with a total absence of complacency. School self-evaluation is accurate. Most importantly, the school knows exactly what to do further to sustain its journey of excellence and this, together with the successful action leaders have taken to ensure improvement since the last inspection, means the capacity to further improve is outstanding.

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

- Build on current good practice to further improve the quality of teaching and learning so that it is consistently good or better in the overwhelming majority of lessons in all year groups by:
  - making sure that there is a sharper match of work to pupils' different abilities
  - giving pupils more responsibility for their own learning by encouraging them to be more active and inquisitive in class.
- Improve the overall attendance rate from average to above average by:
  - building on existing strategies to reduce authorised absence and so ensure better attendance at school of all pupils.

## **Outcomes for individuals and groups of pupils**

**1**

The work seen by inspectors in lessons confirms the overall picture of good and improving progress, with pupils working at levels broadly expected for their age throughout the school. Sustained challenge and high expectations enable pupils, from a below average baseline, and in the case of language skills well below, to make good progress and achieve average standards. In outstanding literacy and numeracy lessons in Year 6, pupils were seen by inspectors to be learning at an exceptional pace because of teachers' immensely high expectations and the challenging tasks set. Detailed plans to support pupils with special educational needs and/or disabilities and those at the early stages of learning English, coupled with thoughtful deployment of learning assistants and timely interventions, ensures that they make similar progress to that of their classmates.

Pupils greatly enjoy school, grow in confidence and develop very positive attitudes to learning. They enthusiastically and knowledgeably explain the value of adopting healthy lifestyles and the need for exercise. Their very well-developed understanding of right and wrong, and appreciation and enjoyment of the wonders of life around them, reflects the school's Christian ethos. Pupils have an excellent understanding for their age of how to be safe in the community. They eagerly take advantage of the many opportunities to participate in the community and are very well informed about other people's needs, particularly due to the school's strong links with a similar school in Kryzstan. They relish responsibility and this is shown through the mature

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attitude of the school council, the use of playground buddies and the pupils' eager participation in imaginative and thought-provoking assemblies in the adjoining parish church. Pupils develop impressive social and interpersonal skills and relish working collaboratively. This, together with secure and improving standards in the key skills in English and mathematics, means that they are well prepared for the next stages of their lives. Despite their great enjoyment of school, pupils' attendance is average. Many pupils miss school because, against the very strong advice of the school, many parents take their children away for extended holidays in term time.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

The quality of teaching and learning was seen to be good or better in over 65% of lessons and 25% of all lessons were outstanding. Typically, lessons are fast-paced and fun. Teaching is lively, tasks and concepts are clearly explained, and activities are carefully designed to challenge the pupils to learn at a swift pace. Adults ask perceptive questions and these help pupils to think and use more varied vocabulary in their answers. Effective use of 'talking partners', drama, role play and letter and sounds (phonics) activities help pupils who are new to learning English make good progress in their speaking and writing. Where teaching is less effective, learning and progress are held back because some teachers do not plan adequately enough for the range of abilities in the class, with the result that a minority of pupils are either not challenged enough or they struggle to comprehend. In a minority of lessons, teachers sometimes talk too much, which limits the time pupils are actively and

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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independently learning. This results in slower progress and less time for pupils to articulate what they have learnt.

The school has set up very thorough systems to check on pupils' progress and these are used very well to ensure that none is in danger of falling behind and to enable teachers to consistently set the next steps for each pupil's learning. They are also used well to identify strengths and areas for development in curriculum provision.

The innovative curriculum contributes positively to pupils' good learning and outstanding personal development. Learning is meaningful because the school carefully plans themes with strong links between subjects. The use of information and communication technology in other subjects has been greatly improved since the last inspection and makes a strong contribution to pupils' good achievement. Pupils value the diversity of their community because there is a strong and pervasive emphasis on celebrating multicultural and cultural aspects in school and beyond. This makes a significant contribution to pupils' spiritual, moral, social and cultural development, which is excellent. Visits and visitors significantly enhance pupils' understanding of the wider world. These, together with well-supported creative and educational activities outside the normal school day, including the well-attended breakfast and after-school clubs, make a valuable contribution to pupils' high levels of enjoyment.

Parents agree that children are looked after very well. Procedures to identify pupils' learning needs or those who may be vulnerable are highly effective. The school then ensures that exactly the right support is put in place to meet these different needs. Teaching assistants are deployed very effectively to support pupils, especially those with special educational needs and/or disabilities and those new to learning English. There are very effective links with parents and access to a range of other local agencies, should the need arise.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Outstanding leadership and management are at the heart of the school's success. The highly effective headteacher works tenaciously to improve pupils' educational opportunities. He communicates his high expectations persuasively to staff so that all have a shared sense of direction and feel part of a successful team. After a period of

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difficulty in recruiting and retaining teachers, the school is now fully staffed, with many who are new to teaching. The school is nurturing and developing these young teachers extremely well and they are rapidly growing in confidence and competence. Leaders check the school's performance rigorously, offer constructive advice and training and are use their highly effective teachers very well to extend and share good practice. In this way, the quality of teaching and learning is rapidly improving. A climate has been created where everyone is trying hard to make the school even better. Consequently, teamwork is strong, staff morale is high and pupils' progress is accelerating. Members of the senior leadership team and the subject leaders fulfil their responsibilities very well. There is no hint of complacency and there is a determination from staff at all levels to sustain and build upon the many gains of recent years. In this way, the school promotes complete equality for all pupils.

The governing body fulfils all legal requirements and gives good attention to the welfare of pupils and staff with all safeguarding arrangements found to be very effective at the time of the inspection. It holds the school to account well for its work. Leaders have worked tirelessly to ensure that pupils are developing into caring citizens who respect and value the views of others and that a set of common, shared values is embedded in every child and so community cohesion is good.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account:	
The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

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## Early Years Foundation Stage

Good provision for the Nursery and Reception classes enables children to achieve well and develop good independence. Children love coming to school and parents are very appreciative of the good start that their children receive in the Early Years Foundation Stage. Staff have created a safe, attractive environment in which the needs of all children are well met. Teaching is good. Children make good progress from their starting points. This is because a team of well-qualified adults support the children skilfully by asking focused questions to develop their understanding. There is a good balance of activities led by adults and those from which children can choose. Children are developing excellent social skills because they are making choices and fostering independence through working with others. All adults make observations of children and carefully assess their learning. However, this information is not always used rigorously enough to ensure that next steps in learning are sharply focused. By the end of the Reception Year, most children are working securely towards the standards expected for their age in most areas. The Early Years Foundation Stage leader provides good leadership to her team. She has a very secure understanding of the early years curriculum and constantly reviews her practice to ensure that all children receive high quality care and support.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The school and its headteacher clearly enjoy the confidence and support of those parents who returned the questionnaire. Almost all respondents felt that the school keeps pupils safe and helps them to maintain a healthy lifestyle. A number of individual comments reflected the outstanding care, support and guidance given to pupils, particularly to those with special educational needs and/or disabilities and those new to learning English. The inspectors totally agree with these views. A very small minority of parents speak of concerns regarding how well pupils are prepared for the move to secondary school. Although inspectors disagree with these concerns because pupils' outstanding personal skills make them well prepared for their next stage of education, their attendance at school is still not as good as it could be.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Matthews CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 50 completed questionnaires by the end of the on-site inspection. In total, there are 445 pupils registered at the school.

<b>Statements</b>	<b>Strongly agree</b>		<b>Agree</b>		<b>Disagree</b>		<b>Strongly disagree</b>	
	<b>Total</b>	<b>%</b>	<b>Total</b>	<b>%</b>	<b>Total</b>	<b>%</b>	<b>Total</b>	<b>%</b>
My child enjoys school	34	69	13	27	1	2	1	2
The school keeps my child safe	32	64	16	32	2	4	0	0
The school informs me about my child's progress	24	49	23	47	2	4	0	0
My child is making enough progress at this school	25	52	21	44	1	2	0	2
The teaching is good at this school	31	65	15	31	2	4	0	0
The school helps me to support my child's learning	29	59	17	35	3	6	0	0
The school helps my child to have a healthy lifestyle	26	52	23	46	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	43	25	51	3	6	0	0
The school meets my child's particular needs	32	49	21	48	1	2	2	4
The school deals effectively with unacceptable behaviour	26	56	18	39	0	0	2	4
The school takes account of my suggestions and concerns	22	48	23	50	0	0	1	2
The school is led and managed effectively	29	58	18	36	2	4	1	2
Overall, I am happy with my child's experience at this school	36	72	12	24	0	0	2	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

<b>Type of school</b>	<b>Overall effectiveness judgement (percentage of schools)</b>			
	<b>Outstanding</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Inadequate</b>
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be. <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.



23 October 2009

Dear Pupils

**Inspection of St Matthew's CofE Primary School, West Drayton UB7 7QJ**

Thank you all for the warm welcome you gave to us when we visited your school recently. What a lovely two days we had! We enjoyed meeting and talking to you. St Matthew's is an outstanding school and you are right to be proud of it. Here are some of the really good things we found out about it.

Your personal development is outstanding. You behave impeccably around the school and in your classes and you look after each other so well. You relish working in groups and helping each other to learn, and you readily help your classmates when they find things difficult. You make good progress as you move through the school and your achievement is getting better all the time. By the time you leave at the end of Year 6, you reach standards in all your subjects that are similar to those in most other schools. This is because your teachers teach you well and you also work very hard. Your teachers and teaching assistants take excellent care of you. They make sure that everyone feels safe and secure. They also give you a lot of advice about how you can improve your work. Your outstanding headteacher and all your other teachers know exactly how to make sure that your school continues to stay outstanding.

To help you to do even better, we have asked your school to do the following:

- make sure that you are able to learn more things on your own
- when teachers plan work for you, make sure it is not too easy or too hard, but just at the right level of challenge
- discourage some of your families from taking you out of school for holidays in term time.

Please continue to work hard and keep helping your teachers to make sure that St Matthew's CofE Primary continues to be an outstanding school in which to learn. I send you my best wishes for the future.

Yours sincerely

Michael Merchant  
Lead Inspector

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