

# Inspection of St Matthew's CofE Primary School

High Street, Yiewsley, West Drayton UB7 7QJ

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Inspection dates: 6 and 7 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

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

Pupils are welcoming and polite. Those who are new to the school are helped to settle in and make friends quickly. Pupils are respectful and kind to each other. They know to speak out if anything makes them feel unhappy. Pupils' behaviour is sensible. Staff are quick to spot when any pupil becomes distracted. Staff resolve any rare incidents of bullying. Pupils are kept safe in school.

Leaders have high expectations that pupils will achieve well. From the earliest opportunities, adults nurture children's appreciation of books. Pupils read regularly and enjoy class story time. Pupils talked about the books they are currently reading and what they liked about them. They are encouraged to persevere if they sometimes find their work tricky. Typically, pupils commented that they 'stick at it' and that teachers 'always help us'.

Pupils are enthusiastic about and like their school. They like having lots to do. They socialise and have fun sharing play equipment at breaktimes and at the school's breakfast club.

Pupils take part in after-school activities, such as multisports and chess club. Special events, such as educational outings and the recent science workshop, inspire pupils' interests and support their learning.

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

Since the previous inspection, senior leaders have developed subject leadership across the school. Subject leaders have thought carefully about the design of the curriculum. They have identified the crucial content that they expect pupils to learn.

Pupils develop knowledge and understanding across a wide range of subjects. Training has raised staff awareness of how pupils' learning in every subject progresses from the early years onwards. Teachers routinely help pupils to recap what they learned before. Pupils then use this knowledge in more ambitious ways. For example, in art, pupils in Year 2 recalled and practised sculpting techniques they learned previously, before moving on to a more complex piece.

In some subjects, such as mathematics, early reading and history, the revised curriculum is strongly embedded. Subject leaders have developed effective assessment systems. Teachers identify gaps in pupils' learning and provide the support pupils need to help them catch up.

In a few subjects, assessment strategies do not enable teachers to check accurately what pupils know and remember. There is not a clear focus on the subject-specific knowledge and skills that pupils are expected to learn. Subject leaders are continuing to refine their assessment systems in these subjects to make them better.

Leaders recognise the importance of ensuring that pupils make a strong start in learning to read. They make sure that staff are suitably trained to deliver the school's chosen reading scheme effectively. Teachers model their high expectations for pupils' accurate pronunciation and blending of sounds. They check that pupils read books that help them to practise the sounds they have learned and become fluent readers. Pupils have frequent opportunities to improve their reading skills across different subjects. Teachers develop pupils' use of vocabulary and comprehension skills.

Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Staff adapt their teaching so that pupils' needs are met and they achieve well. Leaders make sure that pupils with SEND have equal access to the many opportunities available in school, including after-school activities.

Pupils are attentive and responsive to their teachers' expectations. They engage readily in discussions and there is a lively, purposeful atmosphere in classrooms.

The personal, health and social education (PSHE) programme, assemblies and visiting speakers help pupils recognise risks to their safety. Pupils know about staying safe when working online and why this is important. The introduction of the school's consent curriculum, as part of relationships and sex education (RSE), starts in the early years. Staff give children guidance on issues such as safe and unsafe secrets and how to protect themselves and others from harm. Pupils can drop in to see an adult mentor if they have any worries.

Leaders are restoring the opportunities for pupils to go on more visits and educational outings following the lifting of most COVID-19 pandemic restrictions.

Leaders have adapted procedures, such as reporting and assessments, to help with staff's workload. Leaders have a range of initiatives to support staff's well-being. They carry out staff surveys to consider further steps that may be helpful. Staff generally feel well supported with their professional development opportunities.

Trustees and governors work closely together to support the work of the school. Leaders, including the trust and governors, provide opportunities and communications to engage with parents and carers.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that there is a well-qualified team to oversee the safeguarding of pupils. Leaders provide up-to-date and regular training. Staff know their responsibilities. They look out for signs that a pupil may need support, and know how to refer those concerns. Leaders are knowledgeable about local risks, including knife crime, and respond to incidents to raise awareness with pupils and parents.

Leaders are mindful of the additional vulnerabilities of some children, including pupils with SEND, and have strategies to help them.

Leaders work closely with outside agencies to provide necessary support for families.

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

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

- In a few subjects, assessment strategies do not link closely to the subject-specific curriculum content that has been taught. This means that teachers are not able to identify gaps in pupils' learning as accurately as in other subjects. Subject leaders should continue to develop their assessment systems in these subjects so that pupils who do not understand and remember key content receive the support they need to catch up.

## **How can I feed back 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>	139302
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10227414
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	441
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Ken Buckler
<b>Headteacher</b>	Lisa Maher
<b>Website</b>	<a href="http://www.st-matthews.hillingdon.sch.uk">www.st-matthews.hillingdon.sch.uk</a>
<b>Dates of previous inspection</b>	2 and 3 October 2018, under section 5 of the Education Act 2005

## Information about this school

- Since the previous inspection, the acting headteacher has taken up the post of headteacher.
- Since the previous inspection, the school has adjusted the admissions policy. There is a larger proportion of pupils who attend the school from the local area.
- The school has a religious character. Its last section 48 inspection was in March 2020.
- The school does not make use of alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with school leaders, including the headteacher, the chief executive officer, members of the trust board and members of the local governing body, including the chair.
- Inspectors carried out deep dives in these subjects: design and technology, mathematics, reading and history. This included meeting with subject leaders, meeting with groups of teachers and with groups of pupils, visiting lessons and looking at samples of pupils' work. Inspectors also considered other areas of the curriculum, including art, physical education and science.
- Inspectors looked at the PSHE and RSE programmes as part of the school's provision for pupils' personal development.
- The inspection of safeguarding included meeting with the leaders with responsibility for safeguarding, looking at the school's records of work to support the safeguarding of pupils, discussions with staff and discussions with pupils.
- Inspectors took into account responses to online surveys completed by staff, pupils and parents.

### **Inspection team**

Amanda Carter-Fraser, lead inspector	Her Majesty's Inspector
Rekha Bhakoo	Ofsted Inspector
David Bryant	Ofsted Inspector
Seamus Gibbons	Ofsted Inspector

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