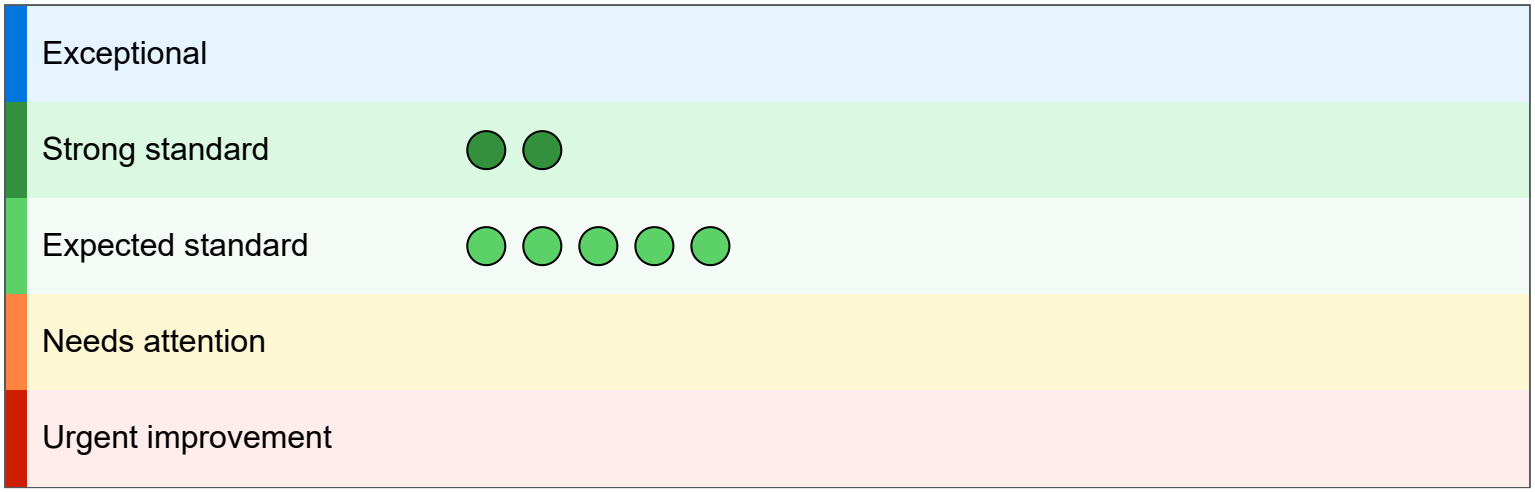
St Matthew's CofE Primary School

Address: High Street, Yiewsley, West Drayton, UB7 7QJ

Unique reference number (URN): 139302

Inspection report: 15 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Attendance and behaviour

Strong standard

Leaders take a strategic and highly analytical approach to attendance. They use a broad range of strategies, including, for example, daily checks and close work with families, to identify concerns quickly and reduce barriers to attendance. Any issues are followed up swiftly. A high number of pupils join the school at different points during the year and leaders work proactively to ensure that these pupils establish positive attendance quickly. Nevertheless, this high number of pupils joining mid year means that overall attendance figures, which are broadly in line with national figures, do not fully reflect the impact of leaders' work for pupils. Pupils who face additional barriers, including those with health needs or those known to social care, receive personalised support that helps them to attend regularly. Leaders analyse attendance patterns with precision. Their actions secure sustained improvements for individual pupils and ensure that attendance is managed consistently and with care.

Behaviour is consistently calm and highly positive across the school. Pupils understand expectations and respond well to established routines. Staff manage behaviour confidently and consistently. This creates a welcoming environment where pupils feel safe and ready to learn. Bullying is rare. When concerns arise, leaders take prompt and effective action. As a result, pupils are confident that staff will help them. Attitudes to learning are highly positive. Pupils listen attentively, remain focused and take pride in their work. Inclusive approaches are embedded across the school. This helps to ensure that pupils, including those who may face additional barriers, receive the support they need to behave well and participate fully in lessons and wider school life.

Personal development and wellbeing

Strong standard

Pupils' personal development is at the heart of the school's work. Pupils benefit from a carefully planned programme that helps them to develop confidence, resilience and character. This begins in the early years, where children learn how to stay safe, build positive relationships and understand the world around them. Pupils say that staff help them to manage worries and understand their emotions.

Leaders plan and adapt the personal development offer so that it reflects the needs of the school community and supports pupils' wellbeing effectively. For example, as many pupils join the school at different points during the year, the school's 'play day' initiative helps new pupils to settle quickly, build friendships and develop a sense of belonging from the outset. Pupils learn how to cooperate, share and build positive relationships with their peers.

Pupils develop a secure understanding of difference and diversity. They learn about different families, cultures and beliefs, and understand what makes people unique. Pupils explore values such as kindness, respect and tolerance and apply these in their daily interactions. They speak confidently about the school's values and explain how these influence their actions at school, at home and in the wider community.

Leadership opportunities are a meaningful part of school life. Pupils apply for roles such as school councillor and 'vision' leaders. Through these roles, they support younger pupils and

represent the school at events, including, for instance, debates at local council offices. These experiences help pupils to develop responsibility and independence.

Enrichment is a significant strength in the school's wider offer. For example, through 'Flourish Friday', pupils access a wide range of activities, such as robotics, woodwork, animation, chess and cooking. Pupils also participate in sports clubs, educational visits and residential experiences. These opportunities broaden pupils' interests and help them to develop new skills. Staff provide targeted support for pupils with special educational needs and/or disabilities and pupils with barriers to their learning. This helps them to participate fully in the wider life of the school.

Staff know pupils well and provide timely pastoral support when needed. Pupils feel safe, valued and included. Pupils show confidence, kindness and respect for others. They understand diversity, contribute positively to school life and are very well prepared for life outside of school.

Expected standard

Achievement

Expected standard

Pupils develop secure foundations in reading, writing and mathematics. Children in the early years make positive progress from their starting points because learning is matched well to their stage of development. Across the school, pupils use their knowledge with growing confidence and access learning successfully. For example, work in books shows pupils learn to apply their phonics and language knowledge with increasing fluency. In mathematics, pupils practise key facts and explain their reasoning clearly. Pupils also use accurate mathematical vocabulary when discussing their learning. Pupils with special educational needs and/or disabilities (SEND) develop knowledge and skills successfully alongside their peers. They make secure progress from their starting points.

In a few wider curriculum subjects, pupils' recall of key knowledge is sometimes less secure. Leaders are refining the curriculum to strengthen this aspect of pupils' learning.

Over time, pupils' attainment in national assessments is broadly in line with national figures. Leaders' effective work to support disadvantaged pupils means that they typically achieve well from their individual starting points. For some pupils, this positive progress is not reflected in the school's published assessment information. Overall, pupils are prepared for the next stage of their education.

Curriculum and teaching

Expected standard

Leaders have a secure understanding of the quality of education that pupils receive. They make informed decisions to improve the curriculum and teaching. Leaders have established an ambitious, broad and balanced curriculum that, overall, builds pupils' knowledge, language and skills and prepares them for the next stage of their education. Teachers generally have the subject knowledge and expertise needed to deliver the curriculum effectively.

Reading is a priority. Phonics is taught well, helping pupils learn to read accurately and fluently. The school's checks on learning together with targeted teaching help pupils who need extra practice with reading to catch up quickly. Across the school, teaching promotes the development of pupils' vocabulary. This enables pupils to use subject-specific language with increasing confidence. For example, in mathematics, pupils practise explaining their thinking using accurate mathematical words.

Teaching is inclusive. Pupils with special educational needs and/or disabilities (SEND) access the curriculum alongside their peers. Staff adapt the planned learning and provide support that is matched appropriately to pupils' needs. This helps pupils with SEND to participate successfully in lessons.

In a few wider curriculum subjects, leaders are refining how teaching is delivered. At present, there are a few inconsistencies in how well teaching supports pupils to build and remember knowledge over time. Nevertheless, leaders' work to embed teaching approaches that support pupils to recall knowledge fluently is soundly underway.

Early years

Expected standard

The early years is led with clarity and purpose. Leaders have designed a curriculum that builds children's knowledge over time, with a particular focusing on introducing children to new words and language. Teaching makes communication, language and early reading a priority. Staff introduce new vocabulary and encourage children to explain their ideas. Purposeful questioning helps children to develop their understanding. As a result, children participate confidently and show curiosity about their learning.

Children learn phonics securely and practise their knowledge through well-chosen activities and routines. Mathematical learning also forms part of children's daily experiences. This helps them to develop a secure understanding of number.

Staff understand children's starting points. The school's ongoing checks on learning typically help staff to identify gaps in what children know and adapt provision appropriately. For instance, strategies such as visual prompts and simplifying instructions help children to access learning successfully. Children, including those with special educational needs and/or disabilities, make progress from their starting points and are generally well prepared for Year 1.

Children feel safe and happy. They develop independence and learn to manage their emotions through clear routines and nurturing support. They cooperate well with others and take pride in their achievements. At lunchtime, for example, children show growing independence by using cutlery with increasing control. Leaders work closely with parents and carers, particularly when children join the school during the year. These partnerships help children to settle quickly and support their learning and development.

Inclusion

Expected standard

Pupils with special educational needs and/or disabilities (SEND) are identified accurately by the school. Leaders ensure that these pupils receive support that is suited to their individual needs. For example, staff work with external professionals when needed to help ensure that

pupils' needs are assessed and supported in a timely manner. Pupils with SEND access learning successfully because staff select and use suitable approaches and resources, such as word banks and visual reminders, to help pupils to understand new knowledge. Pupils who attend 'The Bridge', the school's specialist resourced provision, benefit from a calm environment with clear routines and expectations. This helps these pupils to take part in and benefit from the planned learning at a pace that meets their needs.

When needed, other pupils also receive support that helps to reduce any barriers to learning and wellbeing. For example, those who need extra help with their social and emotional wellbeing benefit from personalised guidance from staff and being able to access calm spaces. These approaches help pupils to participate fully in school life. They feel included and valued and access the same opportunities as their peers.

Additional funding is used effectively, with disadvantaged pupils benefiting from additional academic support, enrichment opportunities and pastoral care. These experiences help them get involved fully in school life and generally achieve well from their individual starting points. Leaders monitor the impact of this support carefully and adapt provision when needed.

Leadership and governance

Expected standard

Leaders are focused on securing the best outcomes for pupils. They understand the school's strengths and priorities and make decisions that benefit pupils. At the heart of leaders' decision-making is building secure and positive professional relationships with pupils. This underpins the school's approach, which leaders describe as one of 'connection before correction'.

Leaders have established an ambitious curriculum and maintain high expectations for pupils. They act effectively to secure improvements, including continuing to refine aspects of the wider curriculum so that pupils recall prior knowledge more consistently over time.

Trustees and governors fulfil their statutory responsibilities. They understand the school's context and maintain oversight of key priorities. They provide appropriate support and challenge and monitor improvement carefully. The work of those responsible for governance reflects the school's commitment to inclusion and belonging.

Staff describe leaders as approachable and value the open-door culture. They feel listened to and supported. Professional development is well established. Staff access training and guidance that helps them to strengthen their knowledge and expertise.

Parents and carers speak positively about the school's welcoming and nurturing environment. They say that staff know their children well and that their children feel safe and enjoy coming to school. Leaders maintain close relationships with external professionals. This supports pupils with special educational needs and/or disabilities and those facing other barriers to learning. These partnerships ensure that pupils' wellbeing needs are met highly effectively. This includes the many pupils who join the school at different points during the year. Leaders act quickly to help these pupils feel welcomed and become part of the school community.

What it's like to be a pupil at this school

Pupils enjoy coming to school. They arrive happily and settle quickly into the day. Children in the early years quickly learn routines that help them to feel safe and secure.

Pupils enjoy their learning and take pride in their work. They listen carefully and stay focused in lessons. They also speak confidently about their learning. Pupils, including those who need additional support, achieve well overall from their individual starting points. As a result, they are prepared for the next stage of their education.

Pupils who join the school at different points during the year settle quickly and feel welcomed. Breakfast club, buddy systems and daily routines, for example, all help them to develop a sense of belonging very quickly.

Pupils take part in a wide range of opportunities beyond the classroom. They enjoy activities such as 'Flourish Friday' and robotics as well as craft, beading and library workshops. Pupils value the leadership roles available to them, including pupil vision leaders and school council representatives. They enjoy contributing to the life of the school and making a positive difference.

Pupils benefit from learning in a calm and orderly environment. They behave consistently well in lessons and around the school. For example, they follow instructions promptly and show respect towards others. Positive relationships between pupils and staff are evident throughout the school day, helping pupils to feel valued, included and ready to learn.

Pupils say that bullying is rare. They are confident that staff deal with any concerns quickly and effectively. Pupils feel safe and know who to speak to if they need help. They show kindness in their daily interactions. Pupils wear their values badges with pride and talk confidently about the importance of friendship, compassion, gratitude and forgiveness. They explain how these values help them to support others at school, at home and in the wider community.

Next steps

- Leaders should build on current work to strengthen the consistency of teaching in some wider curriculum subjects, ensuring that pupils recall and build on prior knowledge more consistently over time.

About this inspection

This school is part of LDBS Frays Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Chris Cole, and overseen by a board of trustees, chaired by Katie Paxton.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

This inspection took place from 15 to 16 September 2026.

Inspection activities:

Inspectors spoke with the headteacher and other senior leaders during the inspection. They also met with members of the trust and governing body, as well as a representative from the diocese. Inspectors spoke with several pupils, staff and parents and carers. They considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school is currently being led by an interim headteacher, Saira Malik, who took up the post in September 2026.

The school is registered as having a Church of England religious character. The school's last section 48 Statutory Inspection of Anglican and Methodist Schools was in March 2020.

The school currently uses no alternative provision.

Headteacher: Lisa Maher

Lead inspector:
Karen Kent, His Majesty's Inspector

Team inspectors:
Nicholas Cornell, Ofsted Inspector
Alan McDougall, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 15 September 2026

School and pupil context

Total pupils

399

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

27.03%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

2.51%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

9.52%
Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	61%	Close to average
2024/25 (final)	53%	62%	Below
2023/24 (final)	70%	61%	Above
2022/23 (final)	45%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	74%	Close to average
2024/25 (final)	73%	75%	Close to average
2023/24 (final)	80%	74%	Close to average
2022/23 (final)	64%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	72%	Close to average
2024/25 (final)	63%	72%	Below
2023/24 (final)	74%	72%	Close to average
2022/23 (final)	65%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	73%	Close to average
2024/25 (final)	69%	74%	Close to average
2023/24 (final)	78%	73%	Close to average
2022/23 (final)	67%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	26%	46%	Below
2024/25 (final)	20%	47%	Below
2023/24 (final)	33%	46%	Close to average
2022/23 (final)	27%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	62%	Close to average
2024/25 (final)	53%	63%	Close to average
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	53%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	38%	59%	Below
2024/25 (final)	40%	59%	Below
2023/24 (final)	33%	58%	Below
2022/23 (final)	40%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	44%	60%	Below
2024/25 (final)	33%	61%	Below
2023/24 (final)	44%	59%	Below
2022/23 (final)	53%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	26%	68%	-42 pp
2024/25 (final)	20%	69%	-49 pp
2023/24 (final)	33%	67%	-34 pp
2022/23 (final)	27%	66%	-40 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	80%	-23 pp
2024/25 (final)	53%	81%	-27 pp
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	53%	78%	-25 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	38%	78%	-39 pp
2024/25 (final)	40%	78%	-38 pp
2023/24 (final)	33%	78%	-44 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	40%	77%	-37 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	44%	80%	-36 pp
2024/25 (final)	33%	81%	-47 pp
2023/24 (final)	44%	79%	-35 pp
2022/23 (final)	53%	79%	-26 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.4%	5.2%	Close to average
2023/24 (3 term)	5.4%	5.5%	Close to average
2022/23 (3 term)	5.7%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	13.2%	13.0%	Close to average
2023/24 (3 term)	14.3%	14.6%	Close to average
2022/23 (3 term)	15.5%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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