

# St Clement's CofE Primary School

Henwick Road, Worcester, WR2 5NS

**Inspection dates** 8–9 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The skills and determination of the headteacher, matched by the hard work of staff, governors and parents, have created a highly successful school which is at the very centre of its community.
- The different groups of pupils, including disabled pupils, those who have special educational needs, those who receive additional funding through the pupil premium and those who speak English as an additional language, make better than expected progress.
- Children enter the Early Years Foundation Stage with skills that are well below those expected for their age. Pupils reach standards that are well above average by the end of Year 6; although boys tend to do better than girls in mathematics.
- Outstanding teaching enables pupils to thrive and they feel very safe in school. Marking and feedback to pupils are a particular strength.
- The wide range of activities and subjects, together with pupils' outstanding behaviour, leads to outstanding learning.
- Teachers and support staff carefully plan work to meet the individual needs of each pupil. School leaders, including governors, have made an excellent job of improving the quality of education for all pupils. Their robust questioning about how well staff undertake their work and excellent use of progress data to set targets, have contributed successfully to outstanding teaching and the increase in pupils' achievement.

## Information about this inspection

- Inspectors observed 15 lessons taught by seven teachers and they saw support sessions aimed to boost the progress of different groups of pupils.
- Three joint observations were carried out with the headteacher.
- Inspectors listened to pupils read, met with different groups of pupils and scrutinised their work in books and on display around the school.
- Meetings were held with members of the governing body, staff and a representative of the local authority.
- Inspectors reviewed the school's self-evaluation, teachers' planning, school development planning, tracking documentation of individual pupils' progress, performance management documentation and local authority reports.
- Inspectors analysed 38 completed staff questionnaires regarding their views of the school, and took account of the 29 responses to the online questionnaire (Parent View) as well as written comments from parents and carers.

## Inspection team

Keith Shannon, Lead inspector

Additional Inspector

Jacqueline Pentlow

Additional Inspector

## Full report

### Information about this school

- The school is similar in size to most other primary schools.
- The majority of pupils are White British, although a growing number of pupils speak English as an additional language.
- An average proportion of pupils are eligible for the pupil premium, which provides additional funding for looked after children and pupils known to be eligible for free school meals.
- The proportion of pupils supported through school action is average, but the proportion supported at school action plus or with a statement of special educational needs is above average. (These are pupils for whom extra help or equipment has been made available to meet their special needs).
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.
- There is a breakfast club that is not managed by the governing body and is inspected separately.

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

- Ensure that the achievement and progress of girls in mathematics becomes as good as that of boys by rigorously monitoring and reviewing the learning opportunities provided.

## Inspection judgements

### The achievement of pupils is outstanding

- Children generally enter the school with skill levels and knowledge well below expectations for their age. They make outstanding progress in both their personal and academic development in the Early Years Foundation Stage because teaching caters exceptionally well for their needs.
- Adults provide a wide range of interesting and exciting ways of helping pupils learn, and the great emphasis on the teaching of phonics (the sounds that letters make) enables children to make rapid progress in reading and writing. The teaching of language in the Early Years Foundation Stage is particularly inventive and highly successful. Children acquire knowledge quickly and develop their understanding rapidly across the different areas of learning.
- Outstanding provision throughout Key Stages 1 and 2 ensures that pupils build exceptionally well on this excellent start to their learning. Outstanding progress and achievement is seen across all year groups, and includes the more able, disabled pupils, those who have special educational needs, and those entitled to the pupil premium.
- Pupil premium funding is used imaginatively and to exceptionally good effect to support the learning of these pupils. For example, a small group of children who attended school infrequently now have attendance at a very high level after the pupil premium money supported the purchase of bus passes. Support such as this and help from highly skilled staff, working with individuals and small groups, has enabled pupils eligible for pupil premium funding to make rapid progress.
- Pupils achieve exceptionally in all subjects. Well established themes and skills are taught very effectively across all subjects. Regular consultation between staff and the driving force of leaders ensure that high achievement is sustained.
- Achievement and progress are outstanding and standards are high. Even so, there are times when standards in reading, writing and mathematics show relative variations. The need to ensure consistent excellence in all three is recognised by school leaders. This was highlighted recently when the achievement of girls in mathematics fell below that of the boys. In the majority of subjects there is no significant gap between the achievement of boys and girls.
- The varied, vibrant and interesting range of activities enables all pupils to thrive, including disabled pupils and those who have special educational needs, and also allows the development of skills to take place in a range of subjects.

### The quality of teaching is outstanding

- Outstanding teaching is the norm in lessons. This enables pupils to make excellent progress and is reflected in the rapid improvement in their achievement since the previous inspection.
- The Early Years Foundation Stage and Key Stage 1 learning areas, both inside and out, are bright, vibrant and extremely well used to promote exciting lessons and independent learning. The emphasis on phonics and learning to work with others, enables children and younger pupils to make outstanding progress from their starting points.
- Teachers' classroom management and relationships with their pupils are excellent. Written and oral assessment and feedback to pupils are very clear and consistently of a high standard. This helps pupils to understand fully the next steps in their learning.

- Work is planned particularly well to meet pupils' needs. The different groups of pupils usually have work which is hard enough and makes them think carefully. Very occasionally, where teaching is good rather than outstanding, the work provided for more able pupils is occasionally a little easy. Rooms are set out to support learning and lessons are extremely well planned. Teachers track pupil's progress regularly and accurately. This contributes very effectively to the excellent way in which pupils acquire knowledge, deepen their understanding, and develop and consolidate skills.
- Learning activities are presented in enjoyable ways. Pupils of all abilities are able to succeed, and rapidly improve their understanding. Pupils use opportunities to develop their independent learning exceptionally well.
- Lesson planning takes careful note of how skills taught in one subject are developed in another; for example, topic work covers many areas, while language skills are promoted very effectively during the teaching of mathematics.
- The deployment of teaching assistants is thorough and effective, and they provide just the right help that pupils need. They are particularly skilled and show initiative in adjusting the support they give, especially when pupils find work hard or when it needs to be harder.
- Teachers have high expectations of what pupils can achieve. This has a very positive impact on pupils' self-esteem. The close match of work to pupils' previous learning, enables them to become more independent learners from an early stage. The work in pupils' books shows high levels of challenge and it is clear that excellent progress is made over time.

### **The behaviour and safety of pupils** is outstanding

- Every parent and carer who expressed their views said they would recommend this school, with the safety of pupils being a main reason.
- The welcoming and extremely caring atmosphere, together with strong discipline and high expectations, enables pupils to focus on their learning in a safe and happy environment.
- Pupils' attitudes to learning are outstanding, with attendance being at a high level. Pupils are so engaged in their learning that outstanding behaviour is the norm. For example, in lessons observed they were involved, interested and very active in their learning. The self discipline to develop their own learning is a product of their outstanding behaviour.
- In difficult situations, pupils know who to ask for support. However, they are very mature and often use the school's 'buddy' system to sort out problems without adult involvement.
- Data shows that instances of bullying, including homophobic and cyber-bullying, are very rare. Pupils are proud of their school and respect each of its members.
- Pupils are aware of how to protect themselves and make sensible choices about safety. They show a clear understanding of safety when using the internet and speak knowledgeably about keeping safe outside of school.
- Pupils' spiritual, moral, social and cultural development is outstanding. Pupils' personal development is at the heart of every lesson and activity, in addition to all adults helping them to develop their academic skills. Displays around school are plentiful and show a wide range of learning activities that encourage pupils to have a greater awareness of others.

**The leadership and management is outstanding**

- Every member of staff has very high ambitions for the school and is fully committed to the united drive for improvement. Excellent assessment procedures give staff a deep understanding of the academic and personal needs of every pupil.
  - The dynamic and enthusiastic leadership of the headteacher, with its clear attention to detail, is infectious. For example, staff are able to carry out joint observations of colleagues, with the headteacher, and are encouraged to share skills.
  - Leaders frequently provide examples of outstanding teaching and support others to ensure that they can do the same. Records show that lesson observations are frequent, rigorous and aimed at improving learning. A very high percentage of teaching is rightly judged to be outstanding.
  - Plans to continue to improve the school are robust and challenging. Staff are clear about the link between their salary and reaching targets set for them.
  - The strength of positive relations between the school and parents and carers, carefully fostered by staff, ensures that opportunities to support pupils, of all abilities, are strong. The highly effective promotion of equal opportunities for all, regardless of pupils' particular needs, is a strength of the school.
  - St Clement's provides support to other schools in leadership and teaching and it receives light touch' support from the local authority. The local authority has produced reports that outline the time frame of rapid improvement made at the school since the previous inspection. Plans are now in place for other schools to learn from these improvements.
- **The governance of the school:**
- The governing body provides well-focused support at all levels. Governors challenge and hold the leadership team to account for the quality of all aspects of the school's work. Governors are fully aware of how the performance management of staff and salary progression are linked to improved outcomes in pupils' achievement. They have a very clear understanding of the strengths of the school, basing this on rigorous first-hand experience. Governors' check thoroughly how effectively the school uses its money, including that provided through the pupil premium. Their training is updated regularly. The background experience of governors enables them to understand fully what their role is. They contribute effectively to the overall strength of the school by playing an active and supportive part in all activities. They ensure they do all they are expected to do, especially ensuring that pupils and adults are properly safeguarded.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	116922
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	401630

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	192
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jo Dowling
<b>Headteacher</b>	Kate Brunt
<b>Date of previous school inspection</b>	26 January 2010
<b>Telephone number</b>	01905 423861
<b>Fax number</b>	01905 420562
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