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8 May 2014

Mrs Christina Buckley
Headteacher
St Clement's Catholic Primary School
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Dear Mrs Buckley

Requires improvement: monitoring inspection visit to St Clement's Catholic Primary School

Following my visit to your school on 7 May 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in January 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure that leaders' lesson observations more clearly evaluate how well teaching impacts on the progress of different groups of pupils and that feedback on teaching focuses on this
- strengthen the process of setting longer-term targets for pupils so that they are clear about what they need to do to make progress.

During the visit, meetings were held with you and the acting deputy headteacher, four members of the governing body and a representative of the local authority to discuss the action taken since the last inspection. The school improvement plan was

evaluated. You took me on a tour of the school and we made brief visits to all classes, where I spoke to pupils and looked at work in their books.

Main findings

You and other senior leaders have responded to the findings of the previous inspection with determination and urgency. You recognise the need to set high expectations for pupils and to ensure that there is a focus on the progress pupils make. Staff have embraced this change of culture with enthusiasm and a willingness to strengthen their own practice.

Your action plan focuses on the key areas for improvement and tackles these in a logical sequence. It includes specific measureable outcomes and details what you expect to see at each step so it is easy for senior leaders and governors to check how well the school is doing.

You are developing an emphasis on learning across the school. You have made significant changes to how teachers plan their lessons so they focus on what pupils will learn in the lesson rather than what they will do. As a result the activities that teachers plan are more closely matched to a range of pupils' needs and a greater degree of challenge is given to pupils.

Important refinements have been made to how and when pupils' progress is measured. The process is now more systematic and rigorous and as a result teachers have a more accurate view of pupils' progress. Teachers are more aware of the importance of the link between teaching and its impact on pupils' learning and this is making teachers more accountable for the progress of the pupils in their class.

You have taken robust action to improve teaching. Teachers have had access to frequent high quality coaching support provided by lead practitioner teachers from St John the Baptist Comprehensive School. Your staff have engaged with this support with a committed and positive attitude and the quality of teaching is improving. You ensure that teachers receive clear feedback on how they can improve their practice and findings from lesson observations are followed up. However, there is too little analysis in this feedback about the impact of teaching on the progress of different groups of pupils.

You have reviewed and revised your marking policy. Pupils' books show they are frequently given detailed guidance on how to improve their work and are increasingly responding to these comments. However inconsistencies remain about how longer term targets are set and communicated to pupils. As a result some pupils are not clear about what they need to do to improve over time.

You have made significant improvements to the learning environment and the resources available in the Early Years Foundation Stage. As a result, children are

involved in a wider range of learning activities, both in and outdoors and there are increased opportunities for challenge to be given to children. Staff are making more detailed assessments of children's progress, based on a range of evidence about what children have learnt. This means that teachers and parents have a fuller picture of children's development.

The governing body have recently undertaken a review and are awaiting the written report. Governors have a clear understanding of the school's position and the actions that are required for it to improve. Their increased understanding of information about how well pupils are doing is enabling them to ask more challenging questions of senior leaders. As a result of the recent review, the governors understand more clearly their role in monitoring the progress of the school.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority and the diocese have arranged valuable support from a local outstanding school. You have benefited from effective support from the headteacher of this other school and the coaching programme organised through this partnership has provided tailored professional development for your staff. The local authority has also provided robust monitoring through regular review and challenge meetings with you.

I am copying this letter to the Chair of the Governing Body, the Diocese of Arundel and Brighton, and the Director of Children's Services for Surrey.

Yours sincerely

Lisa Moore
Her Majesty's Inspector