

St Clement and St James Church of England Primary School

Penzance Place, London, W11 4PG

Inspection dates 18–19 June 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress. By the end of Year 6, they reach standards that are above average in reading, writing and mathematics.
- Teaching is good and pupils respond positively to their teachers' expectations of them. Teachers' subject knowledge, expertise and enthusiasm inspire pupils to want to succeed
- Disabled pupils, those who have special educational needs and those for whom the school receives additional funding make good progress because of good support.
- Pupils' behaviour is good. They have positive attitudes and are proud of their school. They feel safe and show great care and respect for adults and for each other.
- The school gives pupils rich and stimulating learning experiences. Topics and themes are enhanced by exciting trips and visits. This helps to motivate them and contributes strongly to their spiritual, moral, social and cultural development.
- Leadership is good at all levels. Leaders are committed to continually improving the school, and are valued and supported by staff and pupils.
- Governors know the school well and provide good levels of support and challenge. This helps ensure that teaching and pupils' achievement continue to improve.

It is not yet an outstanding school because

- Teachers do not always set challenging enough work for pupils in their classes.
- School leaders' plans to improve the school further are not linked closely enough to information on pupils' progress.

Information about this inspection

- Inspectors observed 20 lessons, 11 jointly with the headteacher and deputy headteacher. Inspectors also observed support sessions for pupils who need extra help with their learning.
- Inspectors attended two school assemblies and paid a visit to the morning breakfast club.
- They spoke to pupils informally throughout the inspection, gathering their views and experiences of life in the school, and also met with representatives of the school council.
- Inspectors listened to pupils read and looked closely at how the school encourages and promotes a love of reading.
- Meetings were held with two school governors, a school adviser and a representative of the diocesan board.
- Inspectors also met with subject leaders, and talked to and met with staff responsible for checking attendance and behaviour and coordinating special educational needs.
- There were too few responses to the online Parent View survey for evidence from this to be taken into account. However, inspectors spoke to parents and carers bringing their children to school. A telephone call from a parent was also taken into consideration.
- The lead inspector analysed the 20 responses to the staff questionnaire completed during the inspection.
- Inspectors observed the school's work and looked at a number of documents, including information on pupils' current progress, planning documents, checks carried out by leaders on the school's effectiveness, and records relating to behaviour, attendance and safeguarding.

Inspection team

Aune Turkson-Jones, Lead inspector

Additional inspector

Raymond Prentice

Additional inspector

Full report

Information about this school

- St Clement and St James is slightly smaller than the average-sized primary school.
- The majority of the pupils are from minority ethnic groups, with a quarter being of Black African and Black Caribbean heritage. The proportion of pupils who speak English as an additional language is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is slightly above the national average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding provided for pupils who are looked after by the local authority and those known to be eligible for free school meals, is above the national average.
- The school runs a daily breakfast club which is managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve teaching and raise achievement by making sure teachers always set tasks and activities which challenge all pupils and move them forward in their learning.
- Ensure leaders set improvement plans which include clear success criteria and targets to enable teachers to measure pupils' progress from their starting points.

Inspection judgements

The achievement of pupils

is good

- Children join the Nursery class with skills and abilities that are generally below the levels typically seen at their age. They make an excellent start, settle quickly and soon develop positive attitudes to learning. Half of the Nursery children go into the Reception class and are joined by others from a range of different pre-school backgrounds.
- Children join the Reception class with skills and abilities that are generally well below the levels typically seen. They make good progress and improve their skills, achieving a good level of development by the end of the Early Years Foundation Stage.
- Good progress continues consistently through each key stage. By the end of Year 2, pupils' attainment in all subjects is above national averages. At the end of Year 6, standards continue to rise, particularly in writing. Attainment is well above average. In 2013, the attainment of pupils in Year 6 supported by additional funding was behind that of their classmates, by almost a term in reading, under half a term in writing and a year in mathematics. Gaps are closing rapidly and eligible pupils make good progress. This is because the extra funding is used effectively to provide highly skilled staff who lead one-to-one tuition sessions and a variety of extra support activities. Current Year 6 pupils are now almost a term ahead in reading, a quarter of a term ahead in writing and a term behind their peers in mathematics.
- Phonics (the sounds that letters make) is taught particularly well in the Early Years Foundation Stage and Key Stage 1, pupils in Year 1 achieved above-average results in the annual screening check in phonics in last year.
- Pupils' attainment in reading has risen and the promotion of reading across the school is strong. Pupils have positive attitudes and read regularly. Writing standards are high. Pupils write well for a range of purposes, with good competence and confidence. They write with enthusiasm, and in a Year 2 class, writing descriptions from a story, pupils excitedly use words displayed on the class wall to swap 'big' for 'gargantuan' and 'noisy' for 'rambunctious', trying to find even better replacements and create the best piece of writing. Pupils are encouraged to learn mathematical facts and develop their skills to apply them. For example, Year 5 girls learned about different currencies and used their understanding of graphs to convert from pounds to Australian dollars. Pupils' confidence and understanding of the subject have improved significantly since the previous inspection and this has had a positive impact on raising achievement across the school.
- Additional sports funding is used well and teachers are working with specialist coaches to improve their own skills. The range of sports clubs and activities across the school has grown.

The quality of teaching

is good

- Teachers and teaching assistants work closely together in the majority of lessons to make sure that activities are interesting, motivating and suitably demanding for most pupils. Teachers' subject knowledge and enthusiasm readily engage pupils and make them keen to learn.
- All disabled pupils and those who have special educational needs receive good-quality support at the right level for them, within lessons and in one-to-one or small-group activities. This good-quality support also extends to those who speak English as an additional language. Pupils appreciate this, and in the relaxed and friendly environment are encouraged to do their best.
- Pupils' aspirations of what they wanted to achieve were raised markedly when they were set tasks that motivated and inspired them. In most lessons, pupils referred to aids such as success criteria to check their own progress. They frequently used prompts and other resources to boost their confidence in tackling problems.
- Children in the Nursery and Reception classes quickly come to enjoy learning. Routines are established early on and they happily direct themselves to activities in the stimulating indoor and outdoor areas with a good sense of the learning task set. The appointment of additional staff and a teaching assistant with languages expertise has strengthened teaching for the younger children. It has enabled those who speak English as an additional language or whose speech

requires extra development to catch up quickly with others in the class.

- Pupils learn exceptionally well where adults' high expectations ensure that they are set suitably challenging work. Because of this, their belief in what they are capable of is also strong. The levels of challenge, however, vary and teachers occasionally set work which is too easy and pupils are not stretched to show what they can really achieve.
- Teachers provide pupils with regular, helpful verbal feedback on how to improve their work. Written feedback is becoming more constructive, creating more opportunities for pupils to regularly respond. Pupils frequently mark each other's work and offer comments to help them to improve.
- Homework set, has a clear purpose. Pupils understand that it is an important feature and extension of their work in class and links with what they will be learning next. Parents who commented were happy with the quality and quantity of work set.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils have positive attitudes to learning and the great majority act responsibly in managing their own behaviour and helping others to manage theirs. At playtimes, Year 6 ambassadors and playground buddies are well trained to promote positive play and behaviour.
- Older pupils act as positive role models and say that they take their roles seriously because they feel strongly about looking out for others. School council representatives are passionate about their involvement in fund raising for charity events and having a voice in the school.
- The school's work to keep pupils safe and secure is good. Pupils have a good awareness of how to keep themselves safe in school and on the roads outside, and all Year 6 pupils are offered the opportunity to complete the 'bikeability' course. Pupils are knowledgeable about e-safety and understand well the potential dangers of misusing the internet.
- Bullying is rare and pupils comment that staff deal with it effectively when it does occur. Pupils understand that if they cannot resolve conflicts themselves, they can rely on staff to intervene quickly. There are very few racist incidents, and discrimination in any form is not tolerated.
- Parents, carers and staff agree that pupils' behaviour in lessons and around school is good. Pupils' attendance levels have risen and are now above national averages. Leaders effectively deter unauthorised holidays and trips during term-time.
- The school celebrates and rewards pupils' positive achievements through the collection of house points and cockle shells and shares successes in weekly assemblies and collective worship. Pupils value this and are keen to gain the most so that they can earn exciting trips at the end of term.
- Pupils are very proud of their school. The grounds are kept litter free, and the playground areas tidy and organised into zones. Pupils show a high regard for each other, and a school councillor commented, 'In my class there are different religions, but we are taught to be friends.' We respect everyone.' Pupils speak positively about how much they enjoy and value being a part of the school, and this is reflected in their smart appearance in the school uniform and their good manners.

The leadership and management are good

- The headteacher and leadership team work together with a determined vision and commitment to continuous improvement. As a result, achievement and teaching are now good. Their drive is reflected throughout the school and leaders at all levels are caring, positive role models for others.
- Leadership roles have evolved and strengthened, and the headteacher has added the expertise of a mathematics specialist to successfully raise standards across the school. Leaders in literacy, numeracy, phonics and the Early Years Foundation Stage increasingly check that the quality of teaching and its impact on learning retain a high priority.
- The systems to check on pupils' progress and the use of assessment information have improved

considerably since the last inspection. However, improvement plans are not yet sharp enough in identifying key milestones to help teachers pinpoint progress from starting points. The school reviews all aspects of its work thoroughly and acts quickly to address any weaknesses. School development plans are realistic and plans to raise standards are linked to checks on the quality of teaching and pupils' progress, and shared by all staff in the school. Good-quality staff training and the recruitment of talented staff in recent years have led to marked improvements across the school.

- Activities in lessons are supplemented by a good number of extra clubs and activities. These are enhanced by inspiring trips and visits, and the school makes good use of specialists in art, music and languages amongst the staff. Year 5 pupils stay in an outdoor education centre in Gloucestershire, on their school journey, encouraging their appreciation of different environments and cultures.
- The school promotes pupils' spiritual, moral, social and cultural awareness particularly well. Its values permeate through all of its work, having a positive effect on pupils' own personal qualities. The promotion of health through sport is improving, with more pupils than previously attending clubs, being active at playtimes and representing the school.
- Equal opportunities are rigorously promoted and no pupil is denied access to anything the school has to offer.
- The school improvement adviser and representative of the diocesan board have supported the school well in evaluating the quality of teaching and checking that teachers' assessments are thorough.
- **The governance of the school:**
 - Governors are committed to continuing to improve the school. The governors work closely with leaders to ensure that raising the quality of teaching and learning remains at the heart of their work. They have a good understanding of information on pupils' progress.
 - Governors use the most recent data to make comparisons with other schools, locally and nationally, and actively question leaders where dips occur.
 - Governors ensure that financial resources are managed efficiently, know how the pupil premium and sports funding is being spent on additional staffing and expertise, and ask more questions about how this raises achievement in the school. Governors see that targets to improve the performance of staff are reviewed carefully and that teachers' pay is linked to how well pupils are doing. They ensure that the breakfast club is running smoothly and that safeguarding meets statutory requirements.

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

Unique reference number	100495
Local authority	Kensington and Chelsea
Inspection number	430827

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	226
Appropriate authority	The governing body
Chair	Laura Hargreaves
Headteacher	Sue Hussey
Date of previous school inspection	10 May 2012
Telephone number	020 7603 9225
Fax number	020 7371 2693
Email address	info@scsj.rbkc.sch.uk

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