

Clerkenwell Parochial CofE Primary School

Amwell Street, London EC1R 1UN

Inspection dates

30 November–1 December 2016

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Good
Early years provision	Inadequate
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and governors have not taken effective action to ensure that all pupils are kept safe.
- Staff do not follow statutory guidance to ensure that vulnerable pupils receive the help they need. Leaders have not been sufficiently tenacious or challenging in following up advice from external agencies.
- Leaders and staff do not follow the school's policy for recording child protection concerns. Important information is often missing. This is a breach of statutory requirements.
- The majority of parents are supportive of the school and state that their child is well cared for. However, inspectors found that leaders have not taken the necessary steps to keep pupils safe during all school activities.
- In the early years, the school's approach to meeting children's medical needs is variable. Staff are not clear about the medical needs of all children.
- Pupils' behaviour is inconsistent. Leaders and staff have not ensured that all pupils develop the social skills they need to work and play together well.
- In mathematics, the most able pupils do not always complete sufficiently challenging work. This means they do not always achieve the standard of which they are capable.

The school has the following strengths

- Leaders have the capacity to make the necessary improvements. They have secured good academic outcomes and are determined to improve pupils' achievement further. They work with a sense of purpose to make sure pupils learn well.
- The quality of teaching is good. Consequently most pupils, including those in the early years, make good progress from their starting points.
- Pupils enjoy their learning in classes and most attend school regularly. They listen carefully and are keen to do their best.
- Pupils spoke positively about their enjoyment of reading, both in school and for pleasure.
- High-quality phonics teaching ensures that pupils are quick to acquire the skills they need to read and write well.

Full report

In accordance with section 44 of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school has serious weaknesses because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

What does the school need to do to improve further?

- Leaders, including governors, should take urgent action to make sure that all pupils are kept safe by ensuring that:
 - all staff understand and follow safeguarding policies consistently
 - staff keep accurate and comprehensive records of child protection concerns
 - staff are tenacious in following up input from external agencies to make sure vulnerable pupils receive the help and protection they need
 - procedures to assess the risks to pupils in the playground and during off-site activities are comprehensive, clear and followed consistently by all staff
 - leaders and staff understand the medical needs of all pupils in the school and put in place the necessary plans to ensure that these needs are met, particularly in the early years
 - leaders and staff teach pupils the skills they need to play together well in the playground.
- Strengthen the quality of teaching and its impact on pupils' achievement still further by ensuring that, in mathematics, the most able pupils are moved on to more demanding tasks as soon as they are ready.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders, including governors, have not made the safety and well-being of pupils a priority. Statutory guidance is not followed consistently or effectively. This represents an unacceptable risk to all pupils.
- Governors have been complacent about the quality of the school's work to keep pupils safe. They have not made thorough checks on whether the school's arrangements are having a positive impact on the safety and welfare of all pupils.
- Leaders and staff have given insufficient emphasis to pupils' social development. Some pupils said they were unhappy with the behaviour of some of their peers. This included examples of pupils having frequent disagreements or not being included in games. Not all staff address these concerns effectively.
- Some parents expressed concerns that leaders were not taking appropriate action to ensure pupils behaved consistently well and were safe in school. Inspectors found that these parents were right to be concerned.
- Despite the concerns raised by some parents, responses to Parent View, Ofsted's online questionnaire, show that the majority of parents are happy with the school. They appreciate the work of leaders and staff to help their child enjoy school and develop positive attitudes to learning.
- Senior leaders have high expectations for pupils' achievement in reading, writing and mathematics. High-quality teaching is ensuring that pupils make good progress and acquire the skills, knowledge and understanding expected for their age.
- Senior leaders have a comprehensive understanding about the quality of teaching. They act quickly to tackle areas for improvement. Teachers are challenged to share their practice and debate how well this helps pupils learn. Subject leaders for English and mathematics provide regular training so teachers have an in-depth knowledge of the subjects they teach. This has ensured that teaching is effective throughout the school.
- Teachers at the early stages of their career receive well-targeted support from experienced staff. They are appreciative of the way leaders personalise this support to help them improve their practice and be effective in the classroom.
- Leaders use assessment information effectively to identify groups or cohorts of pupils that are not doing as well as they should. Swift action is taken to ensure these pupils catch up quickly. The clear impact of leaders' work is evident, for example in Year 5 and Year 6. High-quality teaching and additional support is helping the most able pupils to make faster rates of progress in reading than they have done in the past.
- Leaders make effective use of additional funding to ensure that the progress of pupils who have special educational needs and/or disabilities is in line with their peers. The leader with responsibility for inclusion regularly reviews the support these pupils receive to ensure that it is well matched to their needs.

- The school's pupil premium funding is spent effectively. Leaders use a wide range of strategies to ensure that disadvantaged pupils achieve well and develop positive attitudes to learning. Leaders monitor the impact of these strategies carefully to ensure that the support provided is making a clear difference to how well pupils learn and achieve.
- The curriculum has been designed well so pupils can practise their reading and writing skills in different subjects. Pupils spoke enthusiastically about their learning in different subjects and the range of clubs they take part in. However, in some classes, progress in history and geography is variable. This is because pupils have insufficient opportunities to develop the research and analytical skills they need to achieve well in these subjects.
- Leaders have used the sport premium effectively to improve the quality of the physical education curriculum and increase pupils' participation in inter-school competitions.
- Evidence in class 'Wonder Books' shows that pupils have frequent opportunities to learn about different religions and the values of tolerance and democracy. Themed weeks help pupils understand the positive choices they can make to keep themselves safe, including when they go online. This means they are well prepared for life in modern Britain.
- Despite concerns about the ineffectiveness of safeguarding practice in the school, leaders have demonstrated their ability to lead the school effectively in other areas. As a result, pupils continue to make good progress.

Governance of the school

- Governors do not have an accurate understanding of the effectiveness of safeguarding arrangements. They have not challenged the information provided by leaders or checked if school policies are followed consistently. This has created a culture of complacency around safeguarding and undermines pupils' safety and welfare.
- Governors bring a wealth of experience and skills to their roles. This ensures they provide the headteacher with appropriate support and challenge to ensure that the quality of teaching and pupils' achievement is consistently good.

Safeguarding

- The arrangements for safeguarding are not effective.
- Procedures to promote pupils' welfare and safety are weak. Leaders, including governors, have not done enough to instil a culture of vigilance in the school's work to keep pupils safe.
- Leaders have not ensured that staff follow the school's policy for recording child protection concerns. Important information is often missing. This includes the times of disclosures, the action taken and the reason for this action. These failings are a breach of statutory requirements and increase the level of risk to pupils who are already vulnerable to abuse.

- Partnerships with external agencies are weak. Leaders have not been tenacious in ensuring that these agencies respond rapidly and provide all pupils with the help and protection they need. This includes pupils with medical needs and those that are at risk from abuse.
- Risk assessments for off-site physical education lessons are poor. Leaders have not considered carefully the specific risks involved, particularly for those pupils who have medical needs or special educational needs and/or disabilities. Leaders make too many assumptions that staff know what action to take to keep pupils safe. Guidance to staff has not been sufficiently clear or comprehensive.
- Regular safeguarding training means school staff are aware of different types of abuse and the signs they need to look for. Most staff are clear about how they would report a concern. However, some staff working in the school are unsure about what they would do if they were concerned about a pupil.
- Leaders have carried out all the necessary pre-employment checks on adults to ensure they are suitable to work in the school. The school's single central record of these checks is up to date and meets statutory requirements.

Quality of teaching, learning and assessment

Good

- The quality of teaching is good.
- Teachers plan well-structured lessons, considering carefully which strategies and resources will help pupils learn well. Pupils are given regular opportunities to share ideas and learn from each other. Teachers are skilled in asking pupils challenging questions to help them explore and deepen their understanding.
- Teaching in Year 5 and Year 6 is particularly effective in helping pupils learn well. Teachers provide clear explanations and examples to ensure that pupils understand what is expected of them. As a result, pupils approach tasks confidently and are keen to do their best.
- Teachers assess pupils' learning regularly. They make good use of assessment information to plan work that builds on what pupils already know or can do. However, in some lessons, particularly in key stage 1 and lower key stage 2, teachers do not provide pupils with precise guidance on how to be successful in their learning. When this is the case, pupils become distracted and lose interest. This slows the progress they make.
- Teachers use the school's assessment policy consistently to provide pupils with clear guidance on how to improve their work. Pupils understand that making mistakes is an important part of the learning process. They speak positively about how they use feedback from their teachers and from each other to correct and improve their work.
- Pupils who have special educational needs and/or disabilities receive well-targeted support from teaching assistants. This ensures they enjoy their learning and make good progress in lessons.

- The most able pupils are usually set demanding tasks to deepen their knowledge and understanding, particularly in reading. However, in some mathematics classes, staff do not move pupils on quickly to these tasks. This means the most able pupils do not always achieve the standard of which they are capable.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Staff do not always follow arrangements to keep pupils safe. Inspectors observed poor levels of supervision and weak record-keeping which were a risk to pupils' safety and well-being. Leaders have not made sufficient checks on whether arrangements at lunchtimes and playtimes are having a positive impact on promoting pupils' welfare.
- Comments made through Ofsted's online questionnaire, Parent View, and during informal discussions with inspectors show that some parents are also concerned about the school's work to promote pupils' welfare. Some parents do not always feel that the school takes the concerns they raise seriously. They are not confident that all staff respond appropriately to address the issues they have raised.
- Pupils have a good understanding of the choices they should make to help keep themselves safe, including when they use the internet. Pupils report that bullying happens occasionally but that staff deal with it quickly when it does occur.
- Leaders have recently introduced a number of strategies to support pupils in developing the skills and attitudes they need to learn well. These strategies are helping pupils approach their learning with confidence, even when they find it challenging.

Behaviour

- The behaviour of pupils requires improvement. Pupils do not behave consistently well, particularly outside of lessons.
- Some pupils said that they were concerned about behaviour. This included pupils having frequent disagreements and pupils not being included in playground activities. Staff do not always address these issues effectively.
- Adults do not support pupils in making positive choices about their behaviour at lunchtimes and playtimes. Staff do not consistently teach pupils how to behave considerately towards others. Both pupils and parents expressed concerns that behaviour in the playground was too boisterous and rough.
- Pupils generally behave well in lessons and have positive attitudes to learning. They listen carefully and are keen to do their best. However, where teachers' expectations are not clear, pupils become inattentive and give up quickly during activities. This disrupts their learning and slows their progress.
- Leaders promote regular attendance through assemblies and weekly awards. These actions have had an impact and attendance is now in line with the national average. However, the attendance of White British pupils remains below the national average.

Leaders are aware of this and have put in place appropriate plans to ensure these pupils are not disadvantaged by poor attendance.

Outcomes for pupils

Good

- Pupils achieve well in reading, writing and mathematics.
- Work in books and the school's assessment information show that the current pupils are making good progress. There are no significant differences in the achievement of different groups of pupils, including those from disadvantaged backgrounds.
- In the 2016 key stage 2 assessments, Year 6 pupils achieved standards above the national average in writing and mathematics. This represents good progress from their starting points. Disadvantaged pupils made similar rates of progress to other pupils nationally and in the school.
- The proportion of Year 6 pupils who achieved the expected standard in reading in 2016 was in line with the national average. However, the most able pupils made slower progress than their peers and too few pupils achieved the high standard in reading. Senior leaders have responded quickly to strengthen the way reading is taught in key stage 2. The most able pupils are now making faster rates of progress than they have done in the past, particularly in Year 5 and Year 6.
- Pupils enjoy reading, both in school and for pleasure. They have access to a wide range of high-quality books in the classroom and library. Pupils value the guidance teachers provide in helping them choose books that are at the right level and that reflect their interests. Disadvantaged pupils also speak positively about their enjoyment of reading. However, staff do not make sure that the most able disadvantaged pupils have sufficient opportunities to read for pleasure in school. Consequently, they do not practise their reading skills as much as their peers. This slows the progress they make.
- Pupils in all ability groups make good progress in writing. This is because they practise their skills regularly by writing at length and in different areas of the curriculum. Pupils' grammar, punctuation and spelling skills are also well developed and this is reflected in the quality of their writing.
- Pupils make good progress in mathematics because teachers provide frequent opportunities for pupils to practise and master calculation skills. Pupils are also required to apply these skills to solve problems and explain how they worked out an answer. This enables pupils, particularly those with low and middle attainment, to acquire a strong understanding of mathematical concepts. However, some mathematics teaching is not sufficiently challenging for the most able pupils. This is because teachers do not move them on to more demanding tasks as soon as they are ready. As a result, their progress over time is slower than that of their peers.
- Pupils achieve well in the phonics screening check at the end of Year 1. The proportion of pupils who achieve the expected standard has improved significantly over the last three years and is now above the national average. However, in 2016 disadvantaged pupils did not achieve as well as other pupils nationally. Nevertheless, overall, effective phonics teaching ensures that pupils catch up quickly. In 2016, all pupils met the required standard in the check by the end of Year 2.

Early years provision

Inadequate

- Leaders assured inspectors that children in the early years are safe and well cared for. However, inspectors found that the school's approach to meeting children's medical needs is inconsistent. Leaders are not clear about the medical needs of all the children in the early years. Staff do not always act quickly when parents provide information on their child's medical needs. This is an unacceptable risk to the safety and well-being of children in the provision.
- Relationships in the early years are positive. Children's behaviour is good because staff have established clear routines and expectations to help them play and learn together well.
- The quality of teaching in the early years is good. Leaders have ensured that assessment information is accurate and parents have regular opportunities to contribute to these assessments. This means that teachers plan exciting and challenging learning that builds carefully on children's interests and existing skills.
- The classroom environment is welcoming and well organised. Children have access to a wide range of activities that help them develop the skills, knowledge and understanding expected for their age. Consequently, they are well prepared for their learning in Year 1.
- Adults are skilled in asking children questions to help them start an activity and explain their ideas. This means children have the confidence to try new experiences and stay focused on an activity, even when they find it challenging.
- Children develop the basic skills they need to read and write well because the teaching of phonics is effective. Adults are skilled in helping children practise these skills throughout the provision. However, staff do not always challenge the most able children to write independently, even though they are capable of doing so. This slows the rate of progress that they make.
- High-quality teaching has ensured that the proportion of children who achieve a good level of development has risen rapidly over the last three years. In 2016, children in Reception achieved standards broadly in line with the national average. This represents good progress from their starting points.
- Children from disadvantaged backgrounds do not achieve as well as other children nationally or their peers. However, these children make good progress from their starting points because they receive the additional support they need to develop positive attitudes to their learning.

School details

Unique reference number	100436
Local authority	Islington
Inspection number	10008664

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	226
Appropriate authority	The governing body
Chair	David Sulkin
Headteacher	Matthew O'Brien
Telephone number	020 7837 1824
Website	www.clerkenwellprimary.org
Email address	headteacher@clerkenwell.islington.sch.uk
Date of previous inspection	15–16 November 2011

Information about this school

- The school meets requirements on the publication of specified information on its website.
- Clerkenwell Parochial CofE Primary School is an average-sized primary school.
- The proportion of pupils from disadvantaged backgrounds is higher than average.
- The proportion of pupils who have special educational needs and/or disabilities is lower than average.
- The proportion of pupils from minority ethnic backgrounds is high.
- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress by the end of key stage 2.

Information about this inspection

- Inspectors observed learning in every year group. A range of subjects was observed, including English, mathematics and science. Many observations were carried out jointly with senior leaders.
- Inspectors scrutinised work in books to evaluate the achievement of the current pupils in the school.
- Inspectors listened to pupils from Year 3 and Year 6 read. Inspectors also spoke to these pupils about the types of books they read and their enjoyment of reading.
- Inspectors reviewed school documentation related to pupil achievement and the quality of teaching and learning. This included the school's current plans for improvement and assessment information on the achievement of current pupils in the school.
- Pupils' behaviour in lessons and around the school site was observed. Inspectors also scrutinised the school's logs on attendance, behaviour, bullying and exclusions.
- A range of safeguarding documentation was scrutinised during the inspection. This included school policies, records relating to child protection, procedures to keep pupils safe in school and the single central record of statutory pre-employment checks.
- Inspectors met with groups of pupils to evaluate behaviour, safety and pupils' attitudes to learning. Inspectors also spoke to pupils informally in lessons and around the site.
- Meetings were held with the governing body, senior leaders and middle leaders to evaluate the impact of their work.
- Inspectors met formally with a group of staff to review the support provided by senior leaders to improve the quality of teaching and learning. Inspectors also spoke to staff informally and took account of staff responses to Ofsted's online staff survey.
- Inspectors spoke to parents informally before school. Inspectors also took account of the 43 responses from Ofsted's online questionnaire, Parent View. The school's own survey of parents' views was also considered.

Inspection team

Sarah Murphy-Dutton, lead inspector	Her Majesty's Inspector
Lisa Farrow	Ofsted Inspector
Frances Hawkes	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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