

Inspection of St Clement's CofE Primary

Henwick Road, Worcester, Worcestershire WR2 5NS

Inspection dates:	22 and 23 October 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Rebecca Mclean. This school is part of The Rivers CofE Multi 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 (CEO), Matt Meckin, and overseen by a board of trustees, chaired by Andy Jobbins.

Ofsted has not previously inspected St Clement's CofE Primary under section 5 of the Education Act 2005. However, Ofsted previously judged St Clement's CofE Primary to be outstanding for overall effectiveness, before it opened as an academy. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

St Clement's CofE Primary is a friendly, nurturing and welcoming school. The school has created an atmosphere where pupils love to learn. The school's vision lies at the heart of its work. Pupils know the school's 'stars' values well. They demonstrate these in their interactions. The school has high expectations for pupils. Pupils work hard to meet these, and achieve well.

Pupils feel safe in school and learn how to stay safe online. They feel confident to share any worries with trusted adults in school. There is a culture of support and kindness to others, which adults at the school model well.

The school has high expectations for how pupils behave. Pupils enjoy school and attend well. They understand and respect difference. Pupils say, 'Everyone can be the way they want to be in this school.' There are strong relationships between pupils and staff.

Pupils enjoy opportunities to take on leadership responsibilities across the school. They said that these roles make them feel proud and help them to set a positive example to others. For example, the head pupils meet with prospective parents. Well-being ambassadors organise activities to promote positive mental health for other pupils.

What does the school do well and what does it need to do better?

The school has developed a curriculum that is ambitious. It identifies the most important knowledge for pupils to learn over time. From the early years to the end of key stage 2, learning is designed well to build pupils' knowledge gradually. Pupils consolidate their knowledge and understanding through recapping their learning regularly. This helps them to remember what they have been taught and to make links between their current and prior learning. For example, in history, older pupils recall the German invasion across Europe during WWII. They relate this to the Roman invasion of Britain.

Teachers follow consistent teaching routines across the school. These routines help most pupils to access new learning and then apply it to new situations. However, learning is not always adapted sufficiently for pupils with special educational needs and/or disabilities (SEND) in relation to what they know and can do. As a result, some pupils do not build on their knowledge as well as they could.

Pupils' love of reading is visible across the school. The reading curriculum is well organised and sets out what pupils should know and by when. The school's approach to teaching phonics is effective. Children in the early years start learning phonics straight away. In pre-school, they explore rhyme and rhythm using percussion instruments. Children in Reception quickly learn how to blend sounds together to read simple words. Staff identify pupils who need more practice, including pupils with SEND. These pupils are given timely support to help them to keep up. Pupils read books that match their stage of reading. This helps them to practise using their phonic knowledge and become confident, fluent readers. Pupils' enthusiasm for reading continues as they grow older. Pupils learn about diversity and different cultures through the reading curriculum.

The school's provision for pupils' personal development is exceptional. Pastoral support for pupils is very strong. The school knows and supports its families well. Pupils are well prepared for life in modern Britain. Prejudice and inequality are not tolerated at the school. Pupils are well prepared to contribute positively to society as responsible, active citizens. They know how to keep themselves healthy, both physically and mentally. For example, pupils understand the importance of exercising and eating a balanced diet. Pupils gain age-appropriate knowledge about healthy relationships. Enrichment opportunities are carefully considered to enhance the curriculum and to raise aspirations. Pupils enjoy the extra-curricular opportunities available to them.

Staff are positive about the school. They work closely together and support each other well. Staff are reflective and thoughtful about their work. The trust maintains an effective oversight of the school. This helps to ensure that school leaders are accountable for the quality of education at the school. The trust values the importance of developing staff's expertise. For example, this year the focus is on high-quality teaching and learning principles. Staff receive regular training and support from the trust's school improvement team.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils with SEND sometimes do not receive the adaptations that they need to access the curriculum. Their learning is not always closely matched to their needs. As a result, some pupils do not build their knowledge as well as they could. The school should ensure that learning is adapted, when necessary, to enable all pupils, including those with SEND, to progress as well as possible through the curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	141443
Local authority	Worcestershire
Inspection number	10294604
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	251
Appropriate authority	Board of trustees
Chair of trust	Andy Jobbins
CEO of the trust	Matt Meckin
Headteacher	Rebecca Mclean
Website	www.stclements-worcs.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of The Rivers CofE Multi Academy Trust.
- The school is a Church of England school. The last section 48 inspection, for schools of a religious character, took place in March 2022. The next inspection should take place before March 2027.
- The school does not use any alternative provision.
- The school operates its own pre-school provision for two-, three- and four-year-olds.
- The school runs a breakfast and after-school club for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, the assistant headteachers, the early years leader and the special educational needs coordinator. The inspectors also met with a range of teaching and support staff.
- The lead inspector met with representatives from the trust’s school improvement team and held a conversation with a representative from the Diocese of Worcester.
- The lead inspector met with representatives from the board of trustees, and the community advocate.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, history and art. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- The inspectors also discussed the curriculum in some other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to a familiar adult.
- The inspectors observed pupils’ behaviour in lessons and around the school site.
- The inspectors gathered parents’ views by considering the responses to Ofsted Parent View, and by talking to some parents before and after school. The inspectors also evaluated responses to Ofsted’s staff and pupil surveys.

Inspection team

Matt Fletcher, lead inspector

His Majesty’s Inspector

Patrick Amieli

Ofsted Inspector

Leah Adams

Ofsted Inspector

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