

Clerkenwell Parochial CofE Primary School

Inspection report

Unique Reference Number	100436
Local Authority	Islington
Inspection number	276309
Inspection dates	17–18 May 2006
Reporting inspector	Graham Lee

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	4–11
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Mrs Rachel Baughen Ms Maggie Terry
Date of previous school inspection	Not previously inspected
School address	Amwell Street London EC1R 1UN
Telephone number	02078371824
Fax number	02077136586

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average sized primary school. It is a church school which is popular and over-subscribed. The school serves a mixed community and the proportion of pupils entitled to free school meals is broadly average. Around a third of pupils are of minority ethnic origin but few speak English as an additional language. The proportion of pupils with learning difficulties and disabilities is broadly average. Attainment on entry is slightly below average. The school is housed in a cramped, listed Victorian building. The school has been led since September 2005 by an interim headteacher. A substantive appointment has been made for September 2006.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

- * Improve standards in science by giving pupils more opportunities to be involved in investigative work.
- * Ensure that teachers consistently challenge more able pupils to achieve as well as they can.
- * Develop the role of the leaders at all levels in raising achievement and improving teaching and learning.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

The quality of teaching and learning is satisfactory overall and of high quality in the Foundation class. The Foundation teacher plans a range of interesting activities around a central theme and allows children many opportunities to explore the world around them. As a result, they are well prepared for future learning. There are examples of good teaching in both Key Stages 1 and 2. Teachers manage their classes well and have good relationships with pupils. As a result, pupils behave well and are generally well motivated. Teachers enjoy a good partnership with teaching assistants who make a considerable contribution to the quality of education. Where teaching is particularly effective, teachers use a range of approaches and give pupils opportunities to discuss their ideas to consolidate their learning. In some satisfactory lessons, teaching strategies are more limited and pupils have fewer opportunities for participation. In such lessons, the work is often not sufficiently challenging for more able pupils, and they do not make as much progress as they should.

Teachers are beginning to use data about pupils' performance to set challenging targets for improvement. This work is relatively new and is not firmly embedded. As a result, some pupils are not clear about their targets. There are some good examples of written feedback which gives pupils a clear indication of how to improve their work. However, this is not the case in all classes.

Curriculum and other activities

Grade:

The curriculum is satisfactory overall and enrichment activities are a real strength of the school. There is a proud tradition of sporting success in the school. This has been maintained alongside a widening range of clubs to cater for pupils' interests in art, drama and singing, for example. The school also takes increasing advantage of its rich environment for pupils to visit places of

cultural, historical and artistic interest. The history club takes place at the London Metropolitan Archives, for instance.

The curriculum also ensures that pupils develop basic skills in literacy and mathematics. Good support is given to pupils with learning difficulties although challenge for more able pupils is less effective. Provision for ICT has improved considerably and effective links are being developed with different areas of the curriculum, for example in a Year 4 mathematics lesson, pupils used a floor robot effectively to increase their understanding of angles and direction. The curriculum is unbalanced. A considerable amount of time is spent on travelling to venues for sport and swimming and in religious observance. This leaves less time for some other subjects. For example, not enough time is spent on investigative work in science.

Care, guidance and support

Grade:

The school makes good efforts to ensure that learners feel secure and cared-for, within a community where they are fully included and valued. Pupils are taught to make healthy and safe choices and how to take care of themselves. Arrangements for child protection and health and safety procedures are firmly in place. Potential risks are carefully assessed and movement around the cramped site is carefully supervised. Pupils have confidence in their teachers, remarking that 'teachers are very good at sorting out the problems'. The school enjoys a fruitful partnership with most parents and one commented that 'I'm proud my son is part of Clerkenwell Parochial'. Those pupils with learning difficulties and disabilities are now well provided for and the school draws effectively on the expertise of a range of external agencies. Arrangements for monitoring pupils' academic progress are satisfactory and improving. Suitable targets for improvement are being set, although provision does not ensure that all more able pupils are able to reach them.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Pupils

I am writing to thank you all for making us so welcome when we visited the school earlier this week. We enjoyed our time at Clerkenwell and you all helped us by being so friendly and keen to talk. I thought you would like to know what we found out.

You are proud to be part of one of the oldest schools in London and enjoy all that it has to offer. We found it to be a satisfactory school with some strong points. You feel safe in school because staff look after you very well. We thought you all behaved well and got on well together. You enjoy your lessons and all the extra activities you have to do in the school. You are very lucky to have such a lot of fun and interesting things to do. When you first come to the school you get off to a flying start because the Foundation class is an exciting place to be. As you get older, teachers help you to make steady progress in English and maths. A few of you who find things easier could be doing even better. You are not doing as well in science because you have not had enough chances to carry out investigations. This is changing now. Ms Terry has worked hard with the staff to make the school better this year and your parents seem to like the improvements. She is going to leave the school in a good position for your new headteacher to take over in September.

There are a few things we have asked the school to do, to make it even better for you. We want them to give you more chances to carry out investigations in science so it is more fun and you understand it better. We have asked all the teachers to make sure that those of you who are doing well have had enough work to help you do even better. Finally, we want teachers to share their ideas to make the school even better and to make sure that you all do as well as you can.

Yours truly

Graham Lee

Lead Inspector