



Worcester, St Clement's CofE Primary

Inspection Report

Unique Reference Number 116922
Local Authority Worcestershire
Inspection number 290678
Inspection dates 16–17 November 2006
Reporting inspector Marian Harker

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

Type of school	Primary	School address	Henwick Road
School category	Voluntary aided		Worcester
Age range of pupils	3–11		WR2 5NS
Gender of pupils	Mixed	Telephone number	01905 423861
Number on roll (school)	205	Fax number	01905 420562
Appropriate authority	The governing body	Chair	Jennie Hayward
		Headteacher	Mark Slater
Date of previous school inspection	14 January 2002		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is located on the outskirts of the city of Worcester. Most pupils come from the local Dines Green housing estate but the school also admits pupils from further afield. The number of pupils eligible for free school meals is below average. The proportion of pupils who are on the school's register of special educational needs is significantly above the national average and there are 10 pupils who have a statement of special educational need. Nearly all pupils are of White British origin. The school currently has an acting headteacher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

St Clement's is a satisfactory school that cares well for its pupils, particularly those with learning difficulties and disabilities. Achievement is satisfactory and the majority of pupils make satisfactory progress. Some pupils make good progress. Standards in Key Stage 1 are below average, particularly in writing. By the end of Key Stage 2, standards in mathematics, science and reading are broadly average but they are still too low in writing. In the Foundation Stage, pupils make satisfactory progress, although standards are below average. The curriculum is satisfactory.

The school successfully meets its central aim to create a caring ethos where everyone looks after each other. Pupils with learning difficulties and disabilities are very well cared for and make good progress. Teachers are good humoured and readily engage in conversations about improving their work. The quality of teaching is satisfactory and some is good, such as when teachers show they have high expectations. The use of assessment to inform teachers' planning is, however, inconsistent.

The pupils' personal development and their well-being are good. Pupils speak confidently about their achievements and are proud of their school. They are caring and attentive towards each other and respect the adults they work with. Attendance is satisfactory. Pupils are taught how to stay healthy and safe. They collect money for charities and take part in a wide range of activities in the community. The pupils enjoy coming to school and behave well. Since the appointment of the acting headteacher in September, relationships with parents have improved. One parent said, 'The environment and atmosphere in the school is welcoming to adults and children. My children have benefited from the many opportunities the school has provided.' The quality of care, support and guidance is satisfactory. Individual targets for pupils' academic progress are at the very early stages of implementation and are not yet consistently used by all teachers. As a result, many pupils are unsure of what they need to do in order to improve their work.

The school's collective leadership and management are satisfactory. The acting headteacher has set a clear direction for the school and is developing a committed team of senior leaders. However, there are not enough regular and frequent checks to ensure that teaching is making enough difference to the pupils' achievements. Improvement since the last inspection has been satisfactory and the school's capacity to improve is also satisfactory.

What the school should do to improve further

- Raise standards and achievement across the school, especially in Key Stage 1 and in writing.
- Establish a more rigorous approach to monitoring performance including tracking pupils' progress and achievement.
- Improve the quality of teaching to increase the proportion of good and better lessons. Use assessment to inform planning more effectively.

Achievement and standards

Grade: 3

Achievement is satisfactory and standards are average. When pupils enter the school, their attainment is below average but, by the time they leave in Year 6, they reach the standards expected for their age in English, mathematics and science. Some pupils in Key Stage 2 make good progress. Children in the Foundation Stage and pupils in Key Stage 1 make reasonable progress and achieve satisfactorily, although standards in reading, writing and mathematics remain below average. Standards in writing are too low across the school. In particular, the more able pupils in Key Stage 1 do not make the expected progress in writing by the end of Key Stage 2. Pupils with learning difficulties and disabilities make good progress in relation to targets in their individual education plans.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils enjoy school. They settle to work readily and, when challenged, are keen learners. Behaviour in lessons and around the school is good and the quality of relationships between pupils is very good. They play together amicably and show great sensitivity to the needs of others, including the significant group of pupils with learning difficulties and physical disabilities. Attendance remains satisfactory, underpinned by effective tracking systems. Pupils' spiritual, moral, social and cultural development is good. Pupils acknowledge and celebrate each other's successes and have a secure sense of right and wrong. The school develops good opportunities for pupils to extend their understanding of life in multicultural Britain. Strong links with the parish church and regular visits by clergy support the pupils' spiritual development.

Pupils take regular exercise and recognise the key requirements of a healthy diet. They know how to stay safe and contribute well to the school and to the wider community through participation in charitable collections and service on the school council. Workplace skills are developed satisfactorily, reflecting the broadly average literacy and numeracy skills which pupils attain by the age of 11.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching ranges from good to satisfactory and is satisfactory overall. Teachers and pupils get on well together, relationships are good and pupils are encouraged to do their best. Pupils with learning difficulties make good progress. The use of assessment to inform teachers' planning is inconsistent. For example, teachers' marking does not always provide sufficient guidance to help pupils improve their work and pupils do not always have the opportunity to respond to teachers' comments and

correct their mistakes. Pupils have targets for reading, writing and mathematics but they often do not know what they have to do to improve their work. The overall pace of learning is just satisfactory and pupils are not yet acquiring new skills and knowledge at a sufficiently speedy rate. Teaching assistants make a consistently positive contribution to pupils' achievement and progress.

Curriculum and other activities

Grade: 3

Overall, the curriculum is satisfactory and meets national requirements. Provision in the Foundation Stage has been extended by recent developments in the use of the outdoor area and through participation in the Forest School project. The move to single-age classes has prompted an extensive curriculum review and existing mixed-year planning has been thoroughly revised. Through partnerships with local secondary schools, pupils have had access to specialist teaching in languages and sport. This has benefited staff development and has given the school a head start in the implementation of the primary foreign language initiative. The school is now better placed to teach information and communication technology (ICT) more effectively, following the recent extensive redevelopment of ICT facilities. The school offers a satisfactory range of outings and visits to support the curriculum. The range of extra-curricular clubs is quite narrow and this limits the enrichment of the curriculum.

Care, guidance and support

Grade: 3

The school provides satisfactory care, guidance and support for its pupils. Parents are confident that their children are safe and well cared for and this view is shared by the pupils. Child protection procedures are secure, with regular updating for staff. Good attention is given to pupils' health and safety. Current government requirements for a single central record for safeguarding children are met. A significant strength of the school is the high quality care shown for pupils with learning difficulties and disabilities. These pupils benefit from the commitment of the teaching and support staff and the high level of specialist expertise available. Pupils across the school feel well supported by their teachers. The arrangements for supporting pupils' academic progress are less secure but broadly satisfactory. Individual targets for pupils' academic improvement are in the very early stages of implementation and are not yet consistently used in all year groups.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The acting headteacher has had a positive influence on moving the school forward since he joined in September. He has formulated a clear direction for the school which is shared by the senior leadership team. The school improvement plan is satisfactory and clearly identifies priorities, with criteria for measuring success. The arrangements for teachers' performance

management are satisfactory. However, there is not a sufficiently systematic, rigorous or regular check on the quality of teaching and learning and the effects this has on pupils' achievements. Systems to track pupils' progress and monitor their achievements are underdeveloped. The governing body has sustained a number of changes in key personnel in recent months. They are fulfilling most of their statutory responsibilities satisfactorily but are not in a sufficiently strong position to hold the school to account for the standards achieved by the pupils. The school has made satisfactory progress since the last inspection and has a satisfactory capacity to improve.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school. We learned a lot about it through talking to you, seeing how you were getting on in your lessons and sharing your assembly and 'Children in Need' day. Thank you for sharing your work with us. We could see that you try hard to do your best and to help each other. We think your school council does a good job and works hard to improve things for you - including helping the governing body to choose a new headteacher.

We enjoyed talking to your teachers and it was good to see how well they and you get on together. We were particularly impressed with how well you treated each other in lessons and on the playground. Your school is very caring and everyone looks after each other well.

We have asked Mr Slater and your teachers to improve your school even further by:

- Making sure you achieve higher standards in mathematics, English, especially writing, and science.
- Ensuring that your lessons are always challenging and interesting and there are regular checks to see that this is happening.
- Making sure you know how well you are doing and what you need to do to improve.

We shall take away lots of good memories about your school and have really enjoyed the time we spent with you. Thank you again for being so helpful and friendly.