

St Clement's CofE Primary School

Inspection report

Unique Reference Number	105501
Local Authority	Manchester
Inspection number	308872
Inspection dates	16–17 April 2008
Reporting inspector	Frank Carruthers

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	226
Appropriate authority	The governing body
Chair	Mr Tim Presswood
Headteacher	Mrs Janet FitzGerald
Date of previous school inspection	14 June 2004
School address	Abbey Hey Lane Higher Openshaw Manchester M11 1LR
Telephone number	0161 301 3268
Fax number	0161 371 0267

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school roll is in line with the average for primary schools nationally and the proportion of pupils eligible for free school meals is high. The proportion of pupils with learning difficulties and/or disabilities is just above average. Most pupils are of White British heritage but about 20% are from minority ethnic backgrounds. About one third of these speak English as an additional language and have a variety of home languages, including Urdu, French and Czech. About 5% of pupils are asylum seekers or refugees. The school works in partnership with a children's centre on site. The school has gained the Investors in People Award, the National Healthy Schools Award (Bronze) and the International Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education for its pupils. Their personal development is good and their academic achievement is satisfactory. In recent years standards have been well below average in English, mathematics and science at the end of Key Stage 2. Standards in the current Year 6 are better, being just below average overall, and these pupils are achieving well. In many year groups, however, pupils are making only satisfactory progress and this is because they are catching up after not making as much progress as they might in the past. A key reason for this underachievement has been the disruption to teaching and learning caused by high staff turnover and absence. An important factor in addressing this underachievement has been the lead taken by the headteacher and senior leadership team. They have sought the help of local authority specialists, who have assisted the staff to improve the quality of teaching and learning, which is now good. However, standards in English, mathematics and science are not high enough.

Pupils' personal development and well-being are good and pupils have good attitudes to learning and behave well. A minority of pupils display challenging behaviour but the staff manage this well and ensure there is minimal disruption to the learning of other pupils. Pupils readily take on responsibilities around school and an active school council provides pupils with the opportunity to have their views taken into account. Pupils enjoy school and the attendance and punctuality of the great majority are good. They have a good awareness of personal safety and how to live a fit and healthy lifestyle. They develop satisfactory skills of literacy, numeracy, independence and teamwork to help them in their secondary education. Good levels of care and support provided by the school contribute to these positive outcomes. A comment typical of many parents who responded to the inspectors' questionnaire is, 'I like the ethos of the school - it is welcoming and inclusive and actively engages parents and carers.' Guidance for pupils' personal development is good. The recently revised guidance for their academic progress is satisfactory; this is still being developed and is not yet consistently applied across classes. As a result, assessment information on how pupils are progressing is not used to full effect.

The quality of teaching and learning has improved through effective monitoring by senior staff and external consultants. The good learning and achievement of pupils in the current Year 6 have been brought about by the high quality of teaching in that class. All teachers plan their lessons well and teamwork between teachers and support staff is a strength. The marking of pupils' work, however, does not consistently tell pupils what they need to do to improve and reach their targets for learning. The curriculum has improved since the time of the last inspection when it was judged to be satisfactory. It is now good. There is effective coverage of English and mathematics and stimulating topics are explored through a variety of interesting visits and visitors to school. These link subjects together well and information and communication technology is used to maximum effect to motivate pupils. Provision for pupils with learning difficulties and/or disabilities and those with behavioural difficulties is good.

Leadership, management and governance are satisfactory. The senior leadership team has a clear focus on raising standards and has put in place several initiatives to improve pupils' learning. It is too early, however, to see the full impact of these measures on standards and achievement. Senior staff have only partly analysed the information they have gathered about how well pupils are doing and used it to spot trends in performance and to evaluate how effective are their programmes of support for underachievers. On the basis of progress made

since the last inspection, the school has satisfactory capacity to improve and gives sound value for money.

Effectiveness of the Foundation Stage

Grade: 2

Progress in the Foundation Stage is good. When children join the Nursery their skills are low for their age. By the end of the Reception year most children are working within the Early Learning Goals and have attained broadly average levels. Children quickly settle into Nursery and are well cared for. The carefully planned and varied activities provide good opportunities for children to improve across all areas of learning and especially in their language, social and mathematical skills. Indoor and outdoor provision is good and enhances the learning environment. The staff have an enthusiastic approach, encouraging and guiding children whilst maintaining a good balance of opportunities for exploration and independent learning. Staff provide clear routines and opportunities that allow children to build positive relationships, especially in the shared provision when the Nursery and Reception classes come together. A variety of assessment methods informs planning and addresses gaps in learning for each child. Teaching, the curriculum and assessment are becoming more consistent as a result of the good leadership of the key stage manager. Relationships with parents are good and involvement is encouraged. Parents particularly value, for example, the 'My Learning Story' books, which capture in a delightful way the 'learning journeys' of individual children through the Foundation Stage.

What the school should do to improve further

- Raise standards in English, mathematics and science.
- Make more effective use of assessment information to identify and support pupils who are underachieving.
- Ensure that the marking of pupils' work consistently focuses on informing pupils how they can improve.

A small proportion of the schools where overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

In recent years standards at the end of Key Stage 1 have been well below average. Past disruption to teaching and learning caused by high staff turnover and absence in Year 1 has impeded the pupils' progress and has been only partly compensated by the good teaching in Year 2. The school has recognised this underachievement and, under the guidance of the key stage manager, made improvements this year so that there is a now unified approach to addressing the diverse needs of pupils. Effective, experienced members of staff have been deployed to teach both Years 1 and 2 and the most up to date assessments indicate that pupils are achieving better now. The great majority are making at least satisfactory progress in reading, writing and mathematics, though standards remain well below average in Year 2. During Key Stage 2, pupils' achievement has been satisfactory overall in recent years and the value the school has added to their education has been broadly average. This rate of achievement includes pupils with learning difficulties and/or disabilities and those at the early stages of learning English, though some often make exceptional strides in their acquisition of the language. The progress of the

current Year 6 is good and the pupils are on course to achieve higher targets and reach standards that compare more closely with schools nationally than has been the case in previous years.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils feel valued and respected and enjoy school and the great majority behave well. Levels of attendance are below average but rising as a result of clear reward systems and good procedures targeting the few poor-attending families. A popular breakfast club also encourages punctuality and good attendance. Pupils report that they feel safe in school and know just what they should do if they encounter any bullying. They trust the staff to help them if they have a problem. Pupils have sensible attitudes towards healthy eating and enjoy the activities that are available for them to do at play-times and after school. They undertake responsibilities well to help the school community, acting as school councillors, playground buddies and monitors. There are good links with the community and pupils are keen to raise funds for charities.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is now good with some outstanding practice in Year 6. There is no inadequate teaching. Teachers are skilled at making clear what the pupils are expected to learn in lessons. The new initiatives in the curriculum and assessment are evident in the good planning of lessons. Clear feedback is given in class and teachers check pupils' progress well. Pupils are now more involved in their own learning through targets and self-assessment. Marking, however, is not consistent in how it informs pupils about how they can improve their work. Staff have good relationships with pupils and have high expectations for behaviour. Pupils enjoy their learning, listen attentively and work productively. Pupils with learning difficulties and/or disabilities are well supported by skilled teaching assistants.

Curriculum and other activities

Grade: 2

The curriculum meets all requirements and is well planned. It has been developed to include a thematic approach that makes clear links between subjects to help pupils' understanding. The international as well as local dimensions to the curriculum have a significant impact on how pupils enjoy their lessons. Working productively with local partnerships, the school arranges special events and an interesting series of visits to museums, galleries, the Town Hall, sports facilities, as well as places of historical interest. A residential visit for pupils in Year 6 and a good range of extra-curricular activities contribute well to pupils' personal development. There are good curricular arrangements for children as they move from the Foundation Stage into Year 1. In addition, parents are becoming better informed about the work their children cover and how they can support them. This is done through workshops, many of which take place at the adjacent children's centre.

Care, guidance and support

Grade: 3

Staff at all levels are very committed to the pastoral welfare of the children in their care. Statutory safeguarding procedures are in place, including child protection and the safe recruitment of staff. The school operates several successful projects that support the needs of individual pupils, especially those who are vulnerable, who are newly arrived in this country or who have learning difficulties and/or disabilities. For example, one project involves the use of a trained counsellor to help pupils, who are displaying emotional difficulties, to overcome barriers to their learning. Such measures are much appreciated by parents. A system of detailed targets for pupils helps them to have a better understanding of what they need to do to improve. Pupils' understanding of them is occasionally uncertain though better among older pupils. The recently refined, whole-school system of assessing and tracking how well pupils are progressing is not used to best effect, however, for instance in tracking how well different groups of pupils are doing.

Leadership and management

Grade: 3

Leadership, management and governance are satisfactory. The leadership team under the direction of the headteacher have focused well on the key areas of achievement and standards. The local authority's support programme, coupled with new initiatives in the curriculum and assessment, is focusing well on targeted areas for improvement. The processes to assess the performance of teachers highlight well the whole-staff priorities for improvement. It is too early to see the full impact on standards of these initiatives, which are still in the process of development. Governors offer support and challenge to the school and have ensured compliance with statutory requirements. They have links with classes and key stage managers, who regularly report to them on their work. The school's self-evaluation processes are satisfactory. The headteacher and the senior leadership team are aware of the school's strengths and weaknesses. For example, teaching is monitored well by the senior staff and external consultants. However, the focus on analysing school data is not sharp enough.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

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	3

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
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.

Annex A

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
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

Inspection of St Clement's C of E Primary School, Higher Openshaw,

M11 1LR

On behalf of the inspection team I would like to thank you very much for your help when we inspected your school. We enjoyed our visit very much. Now I would like to share with you what we thought about your school.

Your school is giving you a satisfactory standard of education. This means there are some things that the school does well but there are other things the staff need to do to make the school better. These are some of the things that are good:

- all the staff take good care of you and help you all to be fit, safe and healthy
- your behaviour is good and you are growing into sensible students who take responsibilities seriously and want to learn
- the staff teach you well and provide you with good opportunities for sports, visits, clubs after school and to have interesting visitors
- pupils who find school work difficult are helped to do well by teachers and classroom assistants
- the school grounds and play areas have been improved really well so that there is much for you to enjoy at playtimes.

These are the things that we have asked the school to improve:

- make sure that as many of you as possible do well in English, mathematics and science
- make better use of the system to keep track of the progress you are making so that no one falls behind in their work
- make sure that the teachers mark your work in such a way that it helps you to see what you need to do to improve.

As you can see, you have a big part to play in this: know your targets, work hard in lessons and do your very best!