

# St Clement's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	125220
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	315200
<b>Inspection dates</b>	6–7 October 2008
<b>Reporting inspector</b>	Graham Stephens

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	208
Government funded early education provision for children aged 3 to the end of the EYFS	30
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Kevin Mallett
<b>Headteacher</b>	Mrs Helen Taylor
<b>Date of previous school inspection</b>	18 April 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Fennells Mead Chessington Road Ewell Epsom KT17 1TX

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<b>Age group</b>	4–11
<b>Inspection dates</b>	6–7 October 2008
<b>Inspection number</b>	315200

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Pupils in this average sized primary school come from a variety of backgrounds but with a higher than average number from higher economic and social households. The school has provision for the Early Years Foundation Stage (EYFS). The percentage of pupils with learning difficulties and/or disabilities (LDD) is below average. In St Clement's school, the LDD pupils are largely those who find aspects of English and mathematics challenging. There are far fewer pupils with English as an additional language than in most schools. The headteacher has been in post for four years but the senior leadership team is relatively new, with the acting deputy head appointed in September 2008. In recent years, there has been a high turnover of staff. The school has been awarded the Investors in People Award, the Healthy Schools Award, the Basic Skills Award, and the Surrey Working in Partnership with Parents Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. Children enter the EYFS with standards above those expected. They make good progress and this continues through to the end of Key Stage 2. Standards remain consistently above average overall and pupils are well prepared for the next stage of education when they leave Year 6. Standards in science have remained broadly average for three years because too few pupils have attained the higher levels. The school recognises that standards in science need to improve.

The school provides a secure and very friendly environment where care and consideration of others is paramount. As one parent wrote, 'We are very happy with all aspects of St Clement's School. It is a very caring and welcoming place to be.' The school has responded well to considerable turbulence in staffing. The headteacher has remained constant in her endeavours to maintain good progress throughout the school. Initiatives to raise standards in science have recently been put in place and inspection evidence indicates some outstanding practice in encouraging pupils to become involved in practical aspects of the subject. Good teaching is reflected in lessons that are being made more interesting by linking subjects together and capturing the pupils' interest from the start. Pupils are also beginning to use information and communication technology (ICT) as a tool to support learning in subjects across the curriculum. Teachers' marking of pupils' work sometimes lacks consistency, but there are good examples that challenge pupils to achieve even more. Pupils have too few opportunities to evaluate their own work against personal targets. Although targets are set, they are often of a general nature and do not help individual pupils gain a good understanding of precisely what they need to do in order to improve. The school is reviewing its tracking and monitoring procedures and acknowledges that the information gained needs to be used to set clearer learning targets for pupils.

Pupils' behaviour is outstanding. They are friendly and welcoming and move around the school in a calm and purposeful manner. They cooperate very well and enjoy the many experiences offered. Pupils' knowledge and understanding of what they have to do in order to lead healthy life styles is outstanding.

There are very few pupils who find aspects of English and mathematics challenging or who are learning English as an additional language. Nevertheless, support from very experienced teaching assistants and good support from parents and outside agencies ensures that they make good progress.

The leadership of the headteacher, well supported by all her staff, is good. Leadership and management overall are good because despite changes to the leadership team the objectives for change have remained secure and focussed. Governance is satisfactory.

The school has clearly identified priorities and is reviewing procedures and systems to help achieve them. All staff and governors are determined and committed to accelerate progress and raise standards even further, especially in science. Consequently, the school has a good capacity to improve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children's starting points in writing and the calculation of number are lower than normally expected but effective systems of assessment, good planning and overall good teaching ensure

that good progress is made. When they enter Year 1, the majority are working securely within the expected levels in all areas of learning and several exceed them. Children enjoy the activities prepared for them and work together well. They speak confidently to adults. For example, when asked what she was doing with the baby in the 'Children's Hospital' one girl said, 'Well you see, she's got a bug in her ear but this light will help me see where it is.' Even at this early stage in the term, children have settled well and move between activities confidently. Staff ensure a good balance between activities directed by adults and opportunities for children to explore for themselves. Occasionally opportunities to intervene and question children are lost when staff are engrossed in a specific activity. The programme to teach letters and the sounds that they make has consolidated the good preparation for reading that has resulted in children developing very positive attitudes to books. The partnership with parents is good. After consultation, induction procedures were reviewed and changed in response to parents' comments. The well shaded outdoor learning environment is small, with little grass and a small area of tarmac. Despite the schools' best efforts, that include the provision of a covered area, opportunities for children to run, throw, catch, and use wheeled vehicles are very restricted. The perimeter of the classroom is used primarily for storage and this also restricts the opportunity to use all available space creatively to interest and motivate the children.

### **What the school should do to improve further**

- Raises standards and accelerate progress in science especially for more able pupils.
- Review monitoring and tracking procedures and use the information gained to set clear targets for learning that ensure that pupils know what they need to do to improve.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress from entry into the Reception class to the end of Year 2. By the time they enter Year 3, standards in mathematics, writing and reading are above average. The majority of pupils continue to make good progress and by the end of Year 6 standards are above average with a high percentage attaining the higher levels in English and mathematics. The school recognises the need to encourage pupils to have more opportunities to apply the skills they are taught in subjects across the curriculum and especially for the more able pupils in science. Reading is a strength of the school and the secure start in Reception is built on well, resulting in 73% of the pupils exceeding the higher levels by the end of Year 6 in 2008.

## **Personal development and well-being**

### **Grade: 1**

'This is a place where you belong' was the response by one pupil when asked what she liked most about school. There is a strong Catholic ethos which permeates all aspects of school life. Pupils love coming to school and this is reflected in their outstanding behaviour and attitudes. Pupils say they feel safe and secure and that there is very little bullying or racism. They understand the importance of living a healthy lifestyle and enjoy the healthy meals provided by the school. The ethos that pervades throughout the school encourages them to think about the needs of others and consequently relationships are excellent. They are learning about cultural diversity and they have an excellent understanding of right and wrong. Pupils contribute much to both the school and local community and they appreciate the range of opportunities the school provides to enrich their well-being.

## Quality of provision

### Teaching and learning

#### Grade: 2

'Teachers make learning fun', is how one pupil described his lessons. In most lessons teachers plan work which is well matched to the learning needs of pupils. The exception is science where more able pupils are not consistently challenged. Teachers use imaginative methods to capture pupils' interest and maintain a good pace which keeps pupils on task. They make good use of resources and teaching assistants are deployed well. Teachers' questioning skills are good and they use these to develop learning and to challenge pupils' thinking. They listen to pupils' responses and use them to assess what pupils know and what they can do. They also encourage pupils to motivate others as occurred when the following passage was read out: 'I saw Henry walk proudly down the path. He had skin like a ripe plum and eyes like emeralds. He smiled a clever smile.' Pupils acknowledged their friend's efforts with applause. Pupils work hard and they take care when presenting their work. Teachers' marking is good but their comments about how pupils can improve their work are not always followed up. Where lessons are satisfactory this is because the teacher does not use assessment information well enough to ensure that all pupils, and especially the more able, are challenged.

### Curriculum and other activities

#### Grade: 2

The school provides a broad and balanced curriculum which is enriched by a range of additional activities which meet the needs and interests of pupils. Teachers are developing curriculum planning to make links between subjects to make learning more relevant to pupils. For example, as part of a history lesson on the Tudors pupils made observational drawings of Henry VIII and some of his wives and were writing about life in Tudor times. In another lesson, pupils were exploring the concept of the relative sizes of the earth, sun and moon through mathematics. Planning for literacy and numeracy is good. Spanish is taught throughout the school and young pupils are already confidently greeting each other in Spanish. Good provision is made for pupils' personal development.

### Care, guidance and support

#### Grade: 2

Pastoral care for pupils is outstanding. The school provides high quality care for its pupils and all staff are committed to ensuring that pupils enjoy school and achieve as well as they can. Procedures for safeguarding pupils are secure and policies for child protection are in securely place and well known. Health and safety are well managed although some parents have expressed concern about the security of the premises. The headteacher is familiar with the issues raised and has taken appropriate action. The school effectively promotes attendance and punctuality. Pupils have targets to help them to improve their work, but they are often of a general nature. They are seldom mentioned in lessons and very rarely when work is marked. Consequently, pupils are not always clear about what they need to do in order to improve or what they need to learn next. Teachers are skilled at motivating pupils through the effective use of praise and encouragement. Pupils at risk are quickly identified and arrangements to support them are put into place. The school works well with parents and outside agencies to ensure that pupils are well supported and make good progress.

## Leadership and management

### Grade: 2

The headteacher provides good leadership and has coped well with frequent changes of staffing that threatened to impede her efforts to consolidate initiatives. The senior leadership team (SLT) has changed every year since her appointment. Nevertheless, she has overseen, with good support from colleagues, the review of the curriculum and assessment procedures. She now oversees a very harmonious and caring community based securely on mutual support and good quality care. The SLT understands the need to further review tracking and monitoring procedures, set relevant targets and rigorously monitor the impact of teaching on progress. Teaching is regularly monitored, but monitoring records place too much emphasis on describing what happens rather than evaluating the impact of teaching on learning. Subject leaders are clear about their roles and support the SLT well. They have time to monitor planning, observe lessons, sample work and monitor the impact of linking subjects within the integrated curriculum. Governance is satisfactory. The hard working governing body is very dedicated to the school and the care of all staff and pupils. The long serving chair of governors maintains a very close working relationship with the headteacher, staff and pupils. However, governors do not yet hold the school closely to account for the standards attained and the progress pupils make.



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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?	2
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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

20 October 2008

Dear Pupils

Inspection of St Clement's Catholic Primary School, Epsom, KT17 1TX

On behalf of your inspectors, thank you for being so welcoming, polite and friendly when we came to visit your school recently. We enjoyed meeting and talking with you and looking at all your work and the exciting things that you do.

You go to a good school. Here is a list of some of the things we liked best.

- Everybody we met in your school made us feel very welcome and looked after us well.
- You are very polite and caring of each other and your behaviour is outstanding.
- You work very hard and are making good progress in your work.
- Your teachers are good at planning interesting lessons and making sure that the work is not too difficult and not too hard.
- All the adults in your school make sure you are really well looked after.
- Your headteacher and the other people who help run your school are doing a good job.

Every school, even one as good as yours, has things that could be improved.

- We think you could all do better in science and especially those of you who do not find work in science particularly challenging. We have asked your teachers to prepare work that is more closely matched to your abilities. This will give you the chance to apply all the skills that you are taught at school, to solve scientific problems.
- We have also asked your teachers to review how they monitor and track your progress and the learning targets you are set. These are not always as helpful as they might be in ensuring that you know exactly what you need to do in order to improve.

With my very best wishes for your future success,

Yours sincerely

Graham Stephens

Lead Inspector