

# Worcester, St Clement's CofE Primary

## Inspection report

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<b>Unique Reference Number</b>	116922
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	338922
<b>Inspection dates</b>	26–27 January 2010
<b>Reporting inspector</b>	Carolyn Carnaghan

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

The registered childcare provision, 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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	197
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Colin Fry
<b>Headteacher</b>	Kate Brunt
<b>Date of previous school inspection</b>	6 November 2006
<b>School address</b>	Henwick Road Worcester WR2 5NS
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<b>Age group</b>	3–11
<b>Inspection dates</b>	26–27 January 2010
<b>Inspection number</b>	338922

**Number of children on roll in the registered  
childcare provision****Date of last inspection of registered  
childcare provision**

Not previously inspected

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent three quarters of their time observing learning. Inspectors spent the majority of time observing teaching and learning. They looked at 15 lessons, spoke to all the teachers and saw nine of them teaching, and as well as speaking to pupils, they met informally with parents and held meetings with governors. They observed the school's work and looked at the school's policies, documents and received responses to 59 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of the quality of teaching on pupils' progress, particularly in English, and how well it can support continuing improvements in attainment
- how well governors and leaders monitor and promote good teaching
- the accuracy of the school's assessments of attainment and progress in the Early Years Foundation Stage.

## Information about the school

St Clement's Church of England Primary School is smaller than average and its pupils come from a wide area around the school. There is an independent pre-school Nursery, along with Nursery and Reception classes in the Early Years Foundation Stage. A higher than average percentage of pupils have special educational needs and/or disabilities and a growing number speak English as an additional language, particularly from Portuguese and Polish backgrounds. Most pupils are from a White British background.

Since the arrival of the headteacher three years ago, pupil numbers have risen and the school has achieved a number of awards, such as Healthy Schools status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

St Clement's provides a satisfactory and improving education. Children arrive in the Early Years Foundation Stage with levels of attainment that are broadly in line with what is expected for their age. Pupils' attainment in the older year groups is broadly average, reflecting satisfactory overall progress. Leadership and management are good because the headteacher and her team have raised levels of progress across the school, particularly in the Early Years Foundation Stage. She has worked hard to build the success of teaching in lessons and has done this by inspiring teachers, providing them with the training they need and fully supporting them. Much improved teaching is having a significant impact on pupils' current good rate of progress. Although this has yet to translate into improved achievement in the long term, attainment is rising more consistently across the school due to stronger and more focused teaching.

Good assessment of pupils' work and progress means that teachers understand the needs of pupils, plan and resource their lessons effectively and support progress through the setting and marking of relevant homework. Pupils benefit from excellent relationships with their teachers and each other. They feel very safe and develop maturity as they go through the school.

Writing has been an area of relative weakness, and although pupils are now working on their writing skills through being given opportunities to write longer pieces and across different subjects, these initiatives have not yet had a significant impact on test results. Pupils use information and communication technology to support their learning, but their skills have not been stretched enough. Opportunities to really develop these skills are currently limited to producing occasional written work via word processing.

The curriculum has been developed with the help of the pupils themselves and this has led to exciting topics and links with schools across the world. Pupils develop autonomy because they are given responsibility, for instance through membership of the school council, or by becoming a peer mediator. This enterprise leads to good behaviour and an outstanding sense of community within the school. Children in the Early Years Foundation Stage show their independence through making their own choices, doing their own risk assessments and setting up their own learning activities in their well-equipped areas of the school.

The school has taken concerted action to overcome weaknesses and this has led to improved learning. Good assessment and very thorough monitoring provide leaders and the excellent governing body with an accurate picture of the school and this has allowed them to draw up effective plans to drive the school forwards. The school is developing well and has good capacity for further improvement.

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**What does the school need to do to improve further?**

- Raise attainment in English by ensuring that pupils have wider opportunities to practise and consolidate their writing across the curriculum.
- Provide planned opportunities for pupils to use their skills in information and communication technology across different subjects.
- About 40% of the schools whose overall effectiveness is judged as satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils' overall achievement is satisfactory, although in most lessons pupils now make good progress and it is clear from the work produced this year that the rate at which they are progressing is rising. Since improvements in teaching are relatively recent, pupils' good progress has not significantly altered their satisfactory achievement. In the lessons observed, learning was at its best because pupils were fully involved and made productive use of the time available by interacting closely with others and benefitting from stimulating subject matter. Pupils' progress is faster in mathematics than English and science because of well planned and more focused teaching. Teachers have responded to this by changing the way they teach English, providing more opportunities for extended writing, to practise handwriting, and raise pupils' pride in how their work is presented. Pupils who speak English as an additional language make similarly good progress like their peers because they are well supported and included in lessons so gaining confidence. The beautifully presented work on the walls around the school shows how well pupils have started to respond to these initiatives. Pupils with special educational needs and/or disabilities who are identified as having more serious needs attain slightly better than others nationally.

Pupils feel very safe at school because they know how to behave well, and have an excellent understanding of how to move and work around the school site and grounds and how to tackle using equipment, for example in science. They work safely together and are sensible when going out on visits and sporting activities. Pupils understand how to eat healthily and keep themselves fit through sport and being active. All pupils go swimming. They make an exceptional contribution to their school community, volunteering to act as peer mediators, mentor others, serve on the very active school council or help getting the hall ready for assembly. Pupils are keen to make suggestions of ways to celebrate their own diverse community, showing respect for the cultures of those who speak English as an additional language through special projects and presentations. Pupils also make a difference to their local area through helping at the local YMCA, raising money for charity and by making good links with other schools. They have developed very good understanding of the lives of children in a school in Kenya, not only by raising money for equipment but also through writing letters and through work that explores the culture of that country.

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Pupils' improving progress in literacy and numeracy and their well-developed social skills mean that the development of their work-place skills is satisfactory, but they do not have enough chances to use and sufficiently develop their skills in information and communication technology. Attendance is satisfactory. Pupils' appreciation of the world's cultures, their understanding of how to care and think about others and their own ethos of looking after one another are good. They develop a strong sense of purpose for their school community and show this clearly in assemblies. They generously celebrate each other's academic and personal triumphs every week, for instance when those whose handwriting has improved significantly are awarded a pen and a certificate.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Every teacher carefully reflects on their own practice and excellent planning for lessons has ensued. Pupils' individual needs are very carefully diagnosed so that, with this thorough planning, resources and activities can be organised. Assessment of pupils' progress has become more rigorous and the results are fed back into the way teachers deliver lessons. This means that able pupils are being increasingly stretched, whilst

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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pupils who need extra help or support can receive it, often from the highly able and dedicated team of teaching assistants that are so visible around the school.

In lessons where learning is best and progress is good, pupils are fully involved with their own learning, they interact with others and the subject matter is stimulating. There is good dialogue between pupils and teachers and generally they understand how to improve and develop their work.

The curriculum has undergone significant developments, often resulting from pupils articulating their own opinions about what they would like to explore and they are given time to reflect on their own learning. The headteacher and her team have been most imaginative in their design of topics and the ways they are delivered. For example, pupils have said they want to look at islands, and their teachers have designed lessons through which they can learn about such places and people who are islanders; other pupils have decided to explore the world of the Aztecs. This has engendered a huge interest in pupils for their work. There are opportunities to learn about science and technology as well as furthering work after school in clubs. However, there are not enough opportunities to use computers. There are many sporting clubs, music, drama, chess, gardening, church group, computing and magazine writing groups, taken up by all groups of pupils.

Pupils receive help through paired reading. Those who speak English as an additional language have good support with the language, and physiotherapists and occupational therapists ensure that those with physical disabilities are given the support they need to keep up with their classmates. Positive attitudes are very much key to these better outcomes and pupils' voices are clearly heard and seen to influence how the school functions. Marking of work is very thorough and feedback often results in a conversation about how to improve aspects of learning. Vulnerable pupils' needs are met well and parents and carers express clear approval for this support. The partnerships forged between home and families are very effective in ensuring pupils are happy, secure, overcoming barriers and enjoying their learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Since the headteacher's arrival, following an extended period of turbulence in the school's history, she has engendered a positive attitude and confidence in her staff and pupils alike. There have been considerable changes in the workforce but teachers are

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adamant that she has brought the school up to a point where 'it is ready to take off', as one teacher said. This is shown in the recent rise in progress and the evidence that lessons currently provide for good learning. The headteacher has not been reticent to tackle any weak teaching and her rigorous monitoring, informed planning, support for the continuing professional development of her staff and excellent understanding of her pupils and their families have produced improving results. Her support for writing has started to show through in better progress in English across the board.

Governors provide an outstanding level of support and challenge to the school. They make exceptionally generous contributions of time and expertise and their insight is outstanding. They have developed excellent understanding of all the school's activities. Their open and flexible approach, fully supporting the headteacher, has backed up the wide-ranging changes in staff and the development of skills and approaches to learning. They are keen to observe and support pupils' learning, through paired reading, for example, and general class observations. Their close involvement with teachers, pupils and their families and carers mean they understand exactly where the school sits, in terms of its community, its reputation and the academic achievements of its pupils.

Pupils of all backgrounds and abilities have a good sense that they can succeed and this comes in no small part from the opportunities offered to them. Pupils with special educational needs and/or disabilities make progress at least as well as others thanks to the lead of the headteacher. Safeguarding procedures are excellent, with relevant checks and well-developed routines firmly in place, ensuring pupils have a safe and happy time at school. The school promotes itself as a key part of its local community, but also extends that more widely so that pupils can learn and appreciate how people live all over the country and beyond.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>



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## Early Years Foundation Stage

The provision for learning in the Early Years Foundation Stage has improved and outcomes are good for all children. They make good progress from their starting points. Analysis of the assessments that teachers regularly make is accurate and supports this progress. Children develop autonomy because the curriculum is good and this is encouraged. Many topics provide opportunities to link activities together, such as the 'Three Billy Goats Gruff' that led to building bridges, pirate ships and ice domes. There are good opportunities to use computers, cameras and recording devices. Children can play outside and explore a wide range of equipment and they achieve this with confidence, making choices about what they will do; staff are passionate about the learning of their pupils, including encouraging them to make their own risk assessments of the outdoors area. Children encourage each other, and their teachers, to wear goggles when using a microscope, for example. These children feel very safe here and behaviour is good.

Parents express satisfaction with the school Nursery, the pre-school and Reception classes because their children are so positive about school and they get a very good start to their educational career. The gradual coming together of the pre-school Nursery and the school's own provision, as cooperation between them grows, is leading to improved outcomes for these children. There is a keen partnership between families and school that allows very young children to start school with confidence.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents are overwhelmingly positive about the school. A small proportion of parents expressed specific concerns about the school not meeting their child's needs, that their child was not making enough progress, that they were not informed of the progress, and that the school does not help them support their child's learning. The inspection found no evidence to support these concerns.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Worcester, St Clement's CofE Primary to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 59 completed questionnaires by the end of the on-site inspection. In total, there are 197 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	73	16	27	0	0	0	0
The school keeps my child safe	42	71	16	27	1	2	0	0
The school informs me about my child's progress	29	49	25	42	3	5	0	0
My child is making enough progress at this school	24	41	28	47	3	5	0	0
The teaching is good at this school	28	47	29	49	0	0	0	0
The school helps me to support my child's learning	31	53	25	42	3	5	0	0
The school helps my child to have a healthy lifestyle	35	59	19	32	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	46	25	42	1	2	0	0
The school meets my child's particular needs	31	53	22	37	4	7	0	0
The school deals effectively with unacceptable behaviour	27	46	25	42	0	0	3	5
The school takes account of my suggestions and concerns	25	42	29	49	2	3	0	0
The school is led and managed effectively	37	63	19	32	1	2	0	0
Overall, I am happy with my child's experience at this school	32	54	25	42	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



28 January 2010

Dear Pupils

Inspection of Worcester, St Clement's CofE Primary School, Worcester, WR2 5NS

Thank you for making the inspection team so welcome when we came to visit your school recently. We enjoyed meeting you and have judged that you go to a satisfactory and improving school.

We thought you were particularly good at watching out for each other, taking care of one another's needs and making sure everyone feels safe and secure and has a chance to enjoy school. We thought you were very helpful, especially when getting ready for assembly, and you were very courteous to us and well behaved. You have good relationships with your teachers and this helps you learn. You have developed a very good understanding of how others live around the world and you show this in the work that is on the walls.

Your headteacher has made lots of improvements in teaching and most of your lessons are challenging and interesting. However, we think there are some things your school needs to do to improve so we have asked your teachers to make a few changes to ensure your school carries on getting better. We have asked them to:

- make sure you have more opportunities to write in different subjects, so you get better at it
- make sure you have more chances to use your skills in ICT, for example with computers and cameras, in lessons and homework.

Yours sincerely

Carolyn Carnaghan

Lead inspector

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