



DIOCESE OF **Arundel and Brighton**

DENOMINATIONAL (S48) INSPECTION REPORT

St Clement's Catholic Primary School

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School Unique Reference Number: 125220

Headteacher:	Mrs Christina Buckley
Chair of Governors:	Mr Michael Davies
Lead Inspector:	Mrs Ann Oddy
Associate Inspector:	Mrs Elizabeth Hargreaves

Inspection date:	23rd May 2019
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Overall Effectiveness

Previous inspection: 2

Overall Effectiveness

This inspection: 1

Catholic Life:	1
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Collective Worship:	1
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Religious Education:	1
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SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Clement's Primary is an Outstanding Catholic school because:	
<ul style="list-style-type: none"> ▪ The school offers a high standard of Catholic education in a welcoming and inclusive Catholic community. ▪ The mission statement and the school's strong Catholic ethos pervade all aspects of school life. Senior leaders and governors show dedication and commitment to their roles. They are supported by a cohesive staff team who share their vision of excellence in Catholic education. ▪ Pupils are excellent ambassadors for their school. They enjoy coming to school and feel safe and happy. Their behaviour is exemplary. ▪ Parents are very supportive of the school and value the Catholic education it offers. ▪ Pastoral care is a strength of the school. The well-being of pupils, families and staff is considered a high priority by school leaders. 	<ul style="list-style-type: none"> ▪ The school has a rich and varied Catholic life which supports pupils academically and spiritually. ▪ A comprehensive programme of worship opportunities, school celebrations and events in the wider community enrich school life and enable pupils to recognise their roles and responsibilities as individuals and in society within the Catholic community and beyond. ▪ Beautiful displays and high quality religious artefacts reflect the school's Catholic identity and enrich the learning environment. ▪ School policies are centred around the mission statement and successfully contribute to this harmonious community.

<ul style="list-style-type: none"> • The school offers a wide range of prayer and worship opportunities to nurture pupils' spiritual growth. These include events and celebrations and a wealth of opportunities for personal and group prayer, encouraging pupils to develop their relationship with God. • Pupils respond very positively, knowing that this is important to school life and to themselves. They are familiar with the traditional prayers of the Church and are at ease composing their own prayers. They are increasingly involved in preparing and leading prayer and worship. 	<ul style="list-style-type: none"> ▪ High quality teaching and learning in Religious Education ensures that all pupils achieve their full potential. All groups of pupils achieve well. Standards of attainment are high. ▪ Pupils enjoy their Religious Education lessons and appreciate its message to their own lives. They are interested and attentive in lessons. ▪ Work in pupils' books is excellent. Effective systems of monitoring and assessment sustain and develop the school's high standards.
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FULL REPORT

INFORMATION ABOUT THE SCHOOL

St Clement's Catholic Primary is a voluntary aided school in Surrey Local Authority. It is situated in the Epsom Deanery of the Diocese of Arundel and Brighton. The principal parishes which the school serves are St Clement's, Ewell; St Joseph's, Epsom; St Catherine's, St Matthias, Our Lady Immaculate, Tolworth; St Christopher's, Cheam and Holy Family. The proportion of pupils who are baptised Catholics is 83%. The average weekly proportion of curriculum time given to Religious Education is 10% in Key Stage 1 and 10% in Key Stage 2.

The school takes pupils from 4 to 11 years. The number of pupils currently on roll is 211. The proportion of pupils for whom Pupil Premium funding is received is below the national average. 8% of pupils are classified as having Special Educational Needs or Disability (SEND); of these, two have an Education and Health Care Plan (EHCP). The proportion of pupils from minority ethnic groups and those who speak English as an additional language is below the national average.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Continue to develop and further embed the role of pupils in planning, preparing and leading worship.
- Continue to develop and embed the new systems of assessment and pupil tracking across the school.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision of the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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The extent to which pupils contribute to and benefit from the Catholic Life of the school is Outstanding because:

- Pupils are fully involved in the all-embracing Catholic life of the school. They are willing and enthusiastic participants in all aspects of this and recognise its importance to their school community. They know that school life reflects their mission statement, 'Growing Together in Love and Learning' and that they have a responsibility to put this into practice. This was evident throughout the inspection day, in worship, lessons and pupil interviews.
- Pupils know that the school community includes them all and that everyone has a part to play in it. They are kind and considerate to each other and to adults, both in class and around the school. They appreciate the need for forgiveness and can relate this to their Religious Education lessons and the teaching of Jesus. Pupil behaviour during this inspection was exemplary. A parent commented, 'My child is so happy at St Clement's. It is such a happy and nurturing community where the teachers always encourage the children to be the best they can be.'
- The school offers pupils many opportunities to take responsibility. These include House Captains, Prefects, School Councillors, School Ambassadors and Worship Mentors. Pupils are conscientious and committed, seeing these roles as being of service to their school and an opportunity to use their gifts to help others.
- Pupils appreciate the need to help others less fortunate than themselves and are active in supporting a range of charities, local, national and international. This is closely related to their work in Religious Education.
- All pupils and their families are welcomed into the school's Catholic life. The study of other faiths, enriched by visits to places of worship, helps pupils to appreciate the need for tolerance and respect for the beliefs and faith practices of others.

- The school makes good use of feedback from pupils and uses this to inform development planning. Pupils know their views are listened to and can make a difference.
- The school has good links with its local parish. The parish priest is a governor and regular visitor to the school. He is very supportive of the school community. Good links with other Catholic schools in the deanery and with the diocese give pupils a sense of belonging to a wider Catholic family. Examples include the Good Shepherd Celebration Liturgy, participation in the Deanery Schools Concert and a deanery 'Going Forth' day for Year 6 pupils.
- Parents are very appreciative of the school and of the Catholic education it offers. This is evident in comments on parental surveys conducted by the school and on questionnaires distributed as part of this inspection. Although relatively few questionnaires were returned, these were very positive in their view of the school. A parent said, 'The school gives my children the security to grow to be good people on the inside and the outside. The moral code of the school is nurturing and very strong.'
- The school's Catholic life nurtures and develops all aspects of the individual. Activities include a range of extra-curricular clubs to encourage pupils to explore and add to their skills. Personal, Social and Health Education (PSHE) supports social and emotional development and the consideration of the importance of personal relationships. Spiritual development is fostered through a wide range of activities, including Masses, liturgies, school celebrations and retreats. A Year 5 pupil commented on how much he enjoyed the Year 5 retreat, especially the meditation and lunch with the parish priest.
- Pupils enjoy coming to school. They feel safe and happy and know that adults will help them if they have any worries. 'Worry boxes' in classrooms offer an opportunity for pupils to contribute any concerns, although they all felt teachers were approachable. Pupil comments included, 'I would tell a teacher if I was worried. They're always there for us and would do anything to make us feel better. They would sort anything out.'

The quality of provision for the Catholic Life of the school is Outstanding because:

- The school mission statement is central to the life of the school and informs all policies and practice. It has been reviewed using feedback from all members of the school community. It is displayed throughout the school and is featured in pupil's Religious Education books. It is well known by all pupils, who appreciate that they have a responsibility to put it into practice.
- Staff are fully committed to implementing the mission statement across all areas of school life. They support each other and provide guidance and support for all pupils.
- High quality displays relating to Religious Education, the liturgical year and events in the Catholic life of the school reflect its Catholic identity. Attractive and well maintained prayer focus areas invite reflection and prayer.
- A wide range of prayer and worship opportunities are central to the school's Catholic life and to the school as a worshipping community.
- Personal Relationships (EPR) and the Ways of Wellbeing (WOW) curriculum provide a comprehensive approach to staying safe and developing personal relationships. Recent provision has included work on internet safety and cyber bullying.
- Pastoral care is a strength of the school. School leaders and staff are quick to identify pupils or families in need and to offer assistance or signpost them to additional services. Pupils with specific emotional needs are offered small group or individual support, using strategies such as Rainbows, Drawing and Talking and Therapeutic Story Writing as appropriate. Pastoral care also extends to staff, with school leaders committed to staff support and wellbeing.
- A parent described the extensive and sustained support the school had provided during a time of great personal need. It had been provided sensitively and unobtrusively and was greatly valued. The strength of pastoral care was evident in the supportive relationships between all members of the school community. School leaders, staff at all levels, governors, pupils and parents really value their school community and work together for the good of all.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is Outstanding because:

- School leaders and governors are deeply committed to the Church's mission in education. The development of the Catholic life of the school is seen as a key priority. They are dedicated to ensuring that the school's Catholic life reflects its strong Catholic identity and nurtures the spiritual development of the school community.
- School leaders promote the school mission and ethos through leading by example and by using reviews and self-evaluation to monitor and improve practice. They are committed to Catholic education and to serving the community, the Headteacher is currently the deanery representative on the Diocesan Primary Steering Committee. The Headteacher's dedication and vision have been instrumental in guiding the school on its journey towards excellence and in uniting the school community to fulfil its mission.
- Governors are active in their attendance at school celebrations and know that this forms part of their monitoring role. Evidence included records of governor visits and governing body minutes. Their recruitment procedures ensure that new staff appreciate the importance of supporting the school's ethos and Catholic life.
- Induction of new staff, regular staff training opportunities and diocesan advice provide guidance and support for the staff team.
- Parents and carers are invited and welcomed to be part of the school's Catholic life. Regular newsletters and the school website ensure they are well informed. Parental surveys and attendance at these events indicate that this is appreciated, this was also evident in responses to questionnaires distributed as part of this inspection. A parent commented, 'Great teachers, teaching and support for our family life – two very happy pupils through the school – delighted with our experience.'

COLLECTIVE WORSHIP AND PRAYER LIFE

- How well pupils respond to and participate in the school's Collective Worship and Prayer Life.
- The quality of provision for Collective Worship and Prayer Life.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

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How well pupils respond to and participate in the school's Collective Worship and Prayer Life is Outstanding because:

- St Clement's provides a wide range of collective worship and prayer opportunities. Pupils appreciate that these are an integral part of school life and important to themselves as individuals and to the school community. They respond very positively and are keen to participate and contribute.
- The act of collective worship observed was an Upper Key Stage 2 assembly that linked the shared memories of their recent school journey with the school mission statement and illustrated that God is always with us. Creation of a special atmosphere included use of quiet music, an attractive focal area and the entry by pupils singly and reverently to take their places, highlighting the role of every child. The theme of the assembly was beautifully portrayed by pupils and clearly conveyed the message to the school community, who were interested and responsive. Inclusion of younger prayer partners and a prayerful conclusion contributed to the rich spiritual experience of all present.
- Pupils recognise that prayer helps them and that their prayers can help others. They were able to talk about 'being closer to God when I pray' and 'I can talk to God and I know He will listen.' They value the opportunity to contribute their own prayer intentions.
- Pupils are increasingly involved in planning and leading acts of worship. Good practice has included peer monitoring and evaluation of worship so that this can be extended and developed. Pupils involved were happy to describe their contribution to school and class worship and clearly felt it was a valuable and enjoyable role. The school has identified this as a focus for future development and this is in line with the recommendations of this inspection.
- Pupil feedback indicates that they enjoy school and class Masses, liturgies and celebrations. Spiritual journey books record their experiences throughout the year and the school. Other evidence includes pictures and accounts on the school website and in school.

- Pupils have a good understanding of the Church's liturgical year, its feasts and seasons. They speak enthusiastically of how these are celebrated in school. Key stage 2 pupils greatly enjoyed making and distributing 'Pentecost party bags' to illustrate the fruits of the Spirit in daily life.
- Pupils are familiar with the traditional prayers of the Church and are at ease composing and contributing their own prayers.
- Collective worship and prayer at St Clement's include a range of styles to offer pupils different ways of exploring their relationship with God. Spiritual journey books provide evidence of the ongoing spiritual and moral development of pupils.
- The recently introduced prayer partners link younger and older pupils, fostering good relationships and contributing to the prayer life of pupils. All involved really enjoy this partnership. This was evident in the assembly observed as part of this inspection, which included celebrating with prayer partners.

The quality of provision for Collective Worship and Prayer Life is Outstanding because:

- Prayer and collective worship are central to school life. Pupils and staff pray together during the school day, prayer forms part of staff and governor meetings and training days. Prayers, Masses and liturgies form an important part of school events and celebrations.
- Collective worship is planned around the liturgical year, themes and topics in Religious Education and school events. Quality provision includes a variety of styles and activities and the opportunity to hear the Word, reflect and go forth.
- School leaders model good practice and provide guidance and support for staff and for pupils preparing liturgies. Staff attend deanery and diocesan training and staff meetings to share good practice and acquire new ideas and skills.
- Parents are invited to join the school community to celebrate Masses, assemblies and school events throughout the year. High levels of attendance indicate that this invitation is valued and welcomed.
- The school supports pupils preparing for First Holy Communion. Pupils share this important stage of their faith journey with the school community in assembly. Members of staff attend Masses for First Holy Communion and Going Forth in the school's feeder parishes.
- Provision for collective worship is of a very high standard. This was evident in the assembly observed and in the class act of worship, which gave the pupils a chance to reflect on the Gospel message and apply it to their own lives. It had clear purpose and direction and nurtured pupils' spiritual growth. A pupil commented, 'I like the reflection and quiet music. It helps us say prayers in our own heads.'

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life is Outstanding because:

- Leaders and governors are committed to high quality provision and to making these occasions a meaningful experience for all participants, nurturing pupils' spiritual growth and fostering the sense of being part of a worshipping community. Careful planning, monitoring and self-evaluation enable them to ensure provision is of a high standard.
- Governors attend school celebrations as part of their monitoring role and as members of the school community. School celebrations and events in the school's Catholic life form part of the discussions at governing body meetings. Self-evaluation informs development planning.
- Regular monitoring of collective worship is conducted by the Leader for Distinctive Nature (LDN) and by pupil Religious Education monitors. Feedback is provided to staff and governors and best practice is shared.
- A staff 'Prayer and Celebration' handbook sets out expectations and guidance on class prayer focus areas, Religious Education displays and the organisation of liturgies and assemblies. This has been helpful to staff and instrumental in ensuring the consistency and high quality provision evident during this inspection.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education is Outstanding because:

- School data indicates that pupils make good progress in Religious Education in both key stages. End of key stage results show that the great majority of pupils reach or exceed age related expectations, with a significant proportion working at greater depth.
- All groups of pupils, including those with SEND and disadvantaged pupils make good progress and achieve well.
- Pupil interviews and lesson observations included as part of this inspection indicated that pupils enjoy Religious Education and are keen to do their best. Pupils enjoyed the cross curricular links used to enrich the curriculum. These include drama, art and music.
- In the lessons observed, behaviour for learning was excellent. Pupils were attentive and engaged. They responded to teachers' questioning thoughtfully and were able to reflect on their learning. They showed the ability to use appropriate religious terminology, both in lessons and written work, demonstrating a very high standard of religious literacy across the school.
- Pupils demonstrate good subject knowledge and talk confidently about their learning. They are able to relate their learning to their own lives. A pupil said, 'When we do a good deed we are an example to others. We are spreading the Good News and are disciples of Jesus.' Another described how, after studying St Paul's letters to the Corinthians in Religious Education, he had applied 'Don't keep a record of wrongs' when he forgave his brother.

The quality of teaching and assessment in Religious Education is Outstanding because:

- School monitoring data indicates that teaching and learning in Religious Education is good or better, with a significant proportion demonstrating outstanding features. This is in line with lesson observations carried out as part of this inspection and the evidence in pupils' books.
- Four lessons, across three key stages, were observed. In addition, brief drop-ins to other classes added to the picture of teaching in Religious Education across the school. Lessons showed good preparation, pace and interesting content. A range of teaching strategies and styles included use of talk partners, drama and artwork. These engaged pupils and maintained their interest.
- Teachers showed good subject knowledge. They successfully built on previous learning. Skilful questioning encouraged pupils to explore their learning and helped to assess their progress.
- Creation of a special atmosphere using candles, music and prayers, together with opportunities for reflection and linking Religious Education to pupils' own lives deepens pupils' spiritual experience.
- Appropriate levels of challenge and support maximise learning opportunities for all pupils. Other adults in the classroom provide effective and sensitive support for SEND pupils.
- Pupils are encouraged to think ethically and spiritually, to use a range of skills and to apply what they have learned to situations in daily life. As a result they understand they have responsibilities to each other, their school and wider community and our common home.
- Work in pupils' books is of a very high standard, with evidence of a range of activities. Marking is regular, affirmative and developmental. A dialogue between teacher and pupil encourages pupils to explore and deepen their learning. This is well established; pupils respond thoughtfully to teachers' questions and know that these help them to improve.
- Assessment in Religious Education includes ongoing teacher assessment based on pupils' work in lessons and in written work, currently resulting in an end of topic level. New assessment procedures to address changes in the assessment of Religious Education have been introduced and are being established in line with diocesan recommendations. The school has accurately identified further developing and embedding these, together with related pupil tracking systems, as a focus for development. This is in line with the recommendations of this inspection.
- Assessment moderation takes place in school and externally at deanery and diocesan level. St Clement's works closely with other deanery schools to share and develop good practice in assessment and pupil tracking.

- Further developing the study of other faiths was a recommendation from the last inspection. This has been fully implemented by the school, with evidence in pupils' books and displays.
- Parents are well informed regarding the themes and topics in Religious Education, with information provided on the school website and in regular newsletters. Homework activities relating to Religious Education involve them further in this important part of the school curriculum.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is Outstanding because:

- The school follows the 'Come and See' programme of Religious Education, enriched by cross curricular links as appropriate. Curriculum time allocation is in line with the requirements of the Bishops' Conference.
- Relationships and Sex Education is well established in the school. It follows the 'Journey in Love' programme and is in accordance with the teachings of the Church. Parents are consulted and offered the opportunity to view the materials used and to discuss any concerns they may have.
- Religious Education is well led and managed by the dedicated and committed subject leader, supported by the headteacher. A comprehensive system of monitoring, including lesson observations, learning walks and book scrutiny is effectively used to monitor standards and ensure consistency and plan for improvement. The subject leader (LDN) has a high level of expertise and a clear focus on school improvement. Best practice is shared with colleagues. Support including school, deanery and diocesan professional development is provided to give staff guidance, ideas and up to date knowledge. Teachers new to the school have been offered the opportunity to observe lessons at local deanery schools graded as 'outstanding' at Section 48 inspection.
- School self-evaluation is comprehensive, reflective and evidence based. It informs development planning, which has clear objectives, time scales and responsibilities.
- Governors have a perceptive and thorough understanding of provision and standards in Religious Education. They are well informed, with regular governor visits and reports from the headteacher and subject leader.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

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Catholic Life

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The extent to which pupils contribute to and benefit from the Catholic Life of the school.

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The quality of provision for the Catholic Life of the school.

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How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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Collective Worship and Prayer Life

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How well pupils respond to and participate in the schools' Collective Worship and Prayer Life.

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The quality of provision for Collective Worship and Prayer Life.

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How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

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Religious Education

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How well pupils achieve and enjoy their learning in Religious Education.

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The quality of teaching and assessment in Religious Education.

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How well leaders and managers monitor and evaluate the provision for Religious Education.

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