

# St Clement's Catholic Primary School

Fennells Mead, Chessington Road, West Ewell, Epsom, Surrey KT17 1TX

<b>Inspection dates</b>	20–21 April 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher's strong and determined leadership has ensured rising achievement for pupils across the school. Pupils leave the school very well prepared for the next stage in their education.
- Leaders, including governors, are ambitious for pupils and make their high expectations of staff performance clear. As a result, the quality of teaching across the school is consistently good.
- Leaders use information about pupils' progress well to ensure pupils, including those who are disadvantaged, make good progress in reading, writing and mathematics in every year group and across the school.
- Teachers show pupils what they need to do to improve their work. This helps pupils to develop their skills, knowledge and understanding across a wide range of subjects.
- Pupils enjoy learning and show positive attitudes in all of their lessons. They show curiosity in their independent research and are animated in their discussions of books and favourite authors.
- A strong moral purpose permeates school life. Adults across the school community reinforce shared values such as kindness and academic or sporting endeavour. Consequently, pupils try their best at all times.
- Parents receive regular information about what and how pupils are learning. This enables them to support the school in making a positive difference to pupils' achievement.
- The early years provision in the school is good. The broad curriculum supports children's early development effectively so that the majority of them are well equipped to make a successful start to Year 1.

### It is not yet an outstanding school because

- In key stage 1, pupils' progress is not as rapid in reading, writing and mathematics as in key stage 2 from pupils' starting points.
- Leaders' knowledge and use of pupils' achievement information for the wider curriculum is not as strong as that in English and mathematics.
- Opportunities to strengthen pupils' cultural and social understanding are not as strong as those for spiritual and moral development.
- Some boys are not as well prepared as girls to make a strong start to Year 1 in reading and writing.

## Full report

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

- Develop teaching further so that pupils in key stage 1 make the same rapid progress in reading, writing and mathematics as pupils in key stage 2 from their starting points.
- Continue to widen opportunities to strengthen boys' reading and writing skills in the early years so that more of them reach the standards expected for their age.
- Improve leaders' knowledge and use of pupils' achievement information in the wider curriculum to drive further improvements in subjects other than English and mathematics.
- Strengthen pupils' learning about other cultures and traditions so that they know how this learning helps them to be well prepared for their future adult life.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher has maintained a strong, uncompromising focus to secure improvements in key aspects of the school's work. Across the school, leaders accurately identify and remedy areas of weakness and ensure all pupils access high-quality teaching that results in good progress for all.
- Adults reinforce good learning and celebrate pupils' achievements regularly. Consequently, pupils regularly attend school and engage well in all of the learning opportunities provided across the curriculum. Pupils' participation as active members of their local community is promoted well.
- Leaders of English, mathematics and the early years know their subjects well and make successful improvements that raise pupils' achievement. Effective changes to curriculum provision, improvements to the quality of teaching and the promotion of leadership and training for all staff by senior leaders have ensured that the school is well placed to support all groups of pupils to achieve as well as they should.
- Parents value the commitment and dedication of staff to ensuring pupils' time at school is happy and safe. They say that their children are enthusiastic learners as a result and that their confidence grows throughout their time at the school. They find the information they receive about pupils' learning helpful and informative.
- The curriculum develops and nurtures pupils' talents in a range of endeavours, including sports. Pupils are proud to represent their school in a widening range of competitive sporting events and demonstrate increasing success. A number of pupils, for example, were selected as young sports ambassadors recently, pitching their writing skills persuasively to secure the positions. The sports premium has been targeted well to increase pupils' participation in after-school clubs, particularly girls.
- Science work showcases the close links leaders foster between pupils' key skills in mathematics and literacy and other subject areas. Pupils' work shows improving skills in analysing information, drawing conclusions and writing clear explanations in response to fair tests. Literacy skills are also used to support pupils' factual writing in history and geography. Pupils show an increasingly accurate use of technical language connected with these subjects. However, leaders' knowledge about and use of pupils' achievement information to strengthen teaching in the wider curriculum is not as strong as that in English and mathematics.
- Pupil premium funding has a strong effect on closing gaps in the achievement of disadvantaged pupils in reading, writing and mathematics by the end of Year 6. Leaders evaluate the impact of their strategies well to support the small number of pupils who are eligible for this funding in every year group, and make swift changes when pupil progress slows.
- Pupils benefit from their strong faith foundation and, consequently, pupils' spiritual and moral development is supported well in all aspects of the school's work. Pupils understand how their learning in these areas helps them in their everyday life now and in the future. There are more-limited opportunities for pupils to learn about other cultures and traditions and to consider a wider range of social issues to support pupils in their preparation for adult life.
- The local authority has played an effective role in the improvement of this school through its brokerage of effective training and external validation of improvements.

#### ■ The governance of the school

- Governors continuously reflect on ways to improve their work and make necessary changes. The chair of the governing body has ensured that committees are fit for purpose and members can provide robust challenge to leaders about the difference their actions make to pupils' achievement. Governors have ensured arrangements to monitor the performance of staff are used effectively to tackle any underperformance swiftly and reward good teaching. They build an accurate picture of the school's performance through regular scrutiny of performance information, including attendance and academic standards.
- Governors know how additional funding is spent and the difference it makes to eligible pupils. They ensure that pupils are provided with equality of access to additional curriculum provision and report on this to parents. However, they have not used the most current equalities legislation to ensure that pupils and adults protected by this legislation are fully considered in strategic planning.
- The arrangements for safeguarding are effective. Leaders ensure this aspect of the school's work is given high priority and, consequently, all staff are vigilant. They benefit from regularly updated training which takes account of all recent national legislation. Effective partnership working with external agencies ensures leaders can identify and support pupils who may be at risk of harm quickly.

## Quality of teaching, learning and assessment is good

- Teaching across the school is consistently good and is continuing to improve further. Pupils work well independently and collaboratively because all adults provide effective support which encourages pupils to think for themselves. Pupils' current work shows that pupils in all year groups across a range of subjects make good progress.
- In English, questioning is used well by all adults to check pupils' understanding and help them make improvements to their writing. Teachers use high-quality texts to explore the choices authors make to describe characters, settings and actions. In Year 1, pupils were encouraged to use their senses to describe what Alice in Wonderland could see, feel and hear as she waited by the rabbit hole. Expectations for the accuracy of sentences were high and consequently pupils' writing was of good quality.
- In mathematics, teachers provide clear explanations to help pupils improve their use of written calculations. Pupils show accuracy in their use of methods in the four operations across year groups. However, links across different areas of mathematics are not regularly explored. This reduces opportunities for pupils to explain their thinking, reason logically and work systematically.
- Pupils are encouraged to develop an enthusiasm and interest in books from an early age. They read regularly, and across a range of authors. Pupils who spoke to inspectors were able to explain why different authors appealed to them and confidently share parts of texts which they enjoyed most.
- Phonics is well taught. Sessions reinforce sounds systematically, moving promptly from hearing and saying sounds into reading and writing. Teachers ensure they help pupils to develop improved discrimination of sounds and to consider how sounds can be written in different ways.
- Assessment is used well to capture what pupils know and can do and helps teachers to guide pupils' next steps. Teachers ensure there are regular opportunities for pupils to return to their work and improve it. In key stage 2, increasing numbers of pupils make rapid progress from their starting points because teaching builds quickly on the skills pupils have when they start Year 3. In key stage 1, teaching does not always build as strongly on pupils' achievements at the end of the early years so that pupils are fully challenged and progress at a good pace.
- Pupils who have special educational needs or disability receive sensitive and effective help and guidance. Support plans address pupils' individual needs appropriately and adults build pupils' confidence and basic skills quickly.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Parents agree and say that St Clement's is a happy and nurturing place for their children.
- Pupils say that they trust the adults around them to help them and that they feel safe. They learn about a wide range of safety issues both in their lessons and through the work of visitors to the school, such as the fire service. There are carefully planned opportunities to ensure pupils' safety when online is promoted and reinforced.
- There are a number of meaningful positions in which pupils can develop their leadership and decision-making. Pupils are active participants in the school council, for example, and perform their roles and responsibilities to a high standard.
- Pupils develop thoughtful and positive attitudes towards others in the school because this is encouraged and reinforced. However, pupils' preparation for adult life, through their knowledge of other cultures, traditions and understanding of all forms of discrimination, are less well developed.
- Attendance is above the national average. A small number of pupils have missed school more regularly this year. However, leaders' swift action and governors' robust challenge are ensuring this is being tackled effectively.

### Behaviour

- The behaviour of pupils is good. Pupils say that they feel safe in school and that name-calling and unkind behaviour does not happen very often. They say that if it does, teachers deal with it quickly. School records confirm that bullying is rare. Parents agree strongly and are proud of their children's behaviour.
- Pupils work hard and try their best in all of their lessons. They take care with their work and are keen to share their successes with adults around them. During lessons, pupils are busy, productive and remain focused. During times when the whole school meets together, behaviour is exemplary.

- Rewards are highly prized and pupils across a range of ages can give examples of the different ways their teachers let them know they are pleased with them. Relationships between adults and pupils are trusting and supportive as a result, and pupils thrive because they know their efforts are noticed and acknowledged.
- In the dining hall, pupils respond quickly to adults' requests and show good manners. They use the social opportunity well to talk about their learning and play and show cooperation when clearing away their plates or choosing their lunches.
- During playtimes, inspectors observed pupils using a range of equipment safely, despite limited space. Pupils made a range of choices about how to play, including fast-paced team games or reading quietly on their own. When minor disputes occurred, younger pupils found it difficult to resolve these independently without an adult. Pupils were less able to call on a range of skills to manage and negotiate these situations for themselves.

## Outcomes for pupils

are good

- At the end of key stage 2, pupils' attainment is above the national average in reading, writing and mathematics. The proportions of pupils securing higher standards of attainment at the end of key stage 2 are above those found nationally in reading, writing and mathematics.
- In key stage 1, pupils' attainment in reading, writing and mathematics is above the national average. The proportions of pupils securing higher levels of attainment are in line with or above those found nationally in reading and writing. However, in 2015, fewer of the most-able pupils secured higher levels of attainment in mathematics than found nationally and fewer pupils secured the higher level in writing than in the previous year.
- A rising proportion of pupils secure the expected standard in the phonics check so that, in 2015, almost all pupils reached the expected standard for their age.
- Pupils' current work across the school shows high levels of achievement across subjects other than English and mathematics. Written work in history, geography and science is of a good standard with pupils working in line with the expected standards for their age.
- Achievement has improved over the last three years, because pupils make consistently good progress in reading, writing and mathematics from key stage 1 to key stage 2. Teaching focuses on the right things to help pupils' learning move on quickly and, consequently, rates of progress in reading, writing and mathematics are above those found nationally. Current pupils are making good progress in all year groups.
- Across the school, there are small proportions of pupils who are in receipt of additional funding because they are disadvantaged or have special educational needs or disability. These pupils make good progress from their starting points because leaders ensure that the support they receive is of high quality and makes a difference. Any gaps in achievement are identified quickly and provision adjusted to ensure pupils reach their full potential.

## Early years provision

is good

- Effective leadership has transformed the provision in early years since the last inspection. Carefully considered changes to provision have enriched language development and widened the curriculum. Children delight in the choices available to them because resources are attractive, well maintained and set out to encourage independence. The leader of early years checks the effectiveness of actions to improve teaching and ensures that plans target any weaknesses in outcomes for groups of children.
- The proportion of children securing a good level of development is higher than nationally. In 2015, the proportion of children exceeding the early learning goals across a number of areas also increased. An increasing number of boys secured the early learning goal in writing last year, narrowing the gap in attainment between boys and girls. However, boys continue to be less well prepared for Year 1 than girls in both reading and writing because they are not catching up quickly enough in these areas from lower starting points.
- Teaching promotes children's ability to think for themselves because teachers use well questions to encourage this, such as 'What could we do here?' and 'How could we find out?' The curriculum responds to and stems from children's interests and ideas. Children make choices, for example changing the role play area into a reception for 'gym membership'. Children also use language well to explain what they know. A small group of children compared their drawings of the moon as both a crescent and a sphere.

One child explained to the others why the moon could be seen in different ways. Another group compared amounts of sand in their cylinders, saying, 'this one is more full'. Some children used the scales to measure precisely.

- Teachers make effective use of observations to gather information about what children know and can do and check their assessments regularly with other teachers across the locality to make sure they are accurate. Writing books show that teachers have high expectations of children from early on. Consequently, children's sentence-writing, for example, shows accurate use of capital letters, full stops and use of phonics.
- Parents welcome the opportunities provided in the weekly newsletters to find out about what children are learning and how they can help to support this at home. They are pleased with the arrangements leaders make when children start school to help them settle in quickly.
- All procedures to protect children from harm are robust. Risk assessments are considered carefully and children are given regular opportunities to develop their knowledge about how to keep themselves and others safe.

## School details

<b>Unique reference number</b>	125220
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10012223

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	207
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Davies
<b>Headteacher</b>	Christina Buckley
<b>Telephone number</b>	020 8393 8789
<b>Website</b>	<a href="http://www.stclements.surrey.sch.uk">www.stclements.surrey.sch.uk</a>
<b>Email address</b>	<a href="mailto:info@stclements.surrey.sch.uk">info@stclements.surrey.sch.uk</a>
<b>Date of previous inspection</b>	19–20 November 2013 and 14–15 January 2014

## Information about this school

- St Clement's is a smaller than average-sized primary school.
- The proportion of pupils eligible for the pupil premium (additional government funding for pupils who are eligible for free school meals or who are looked after by the local authority) is lower than the national average.
- The proportions of pupils from minority ethnic groups and those who speak English as an additional language are lower than average.
- The proportion of pupils with special educational needs or disability supported by the school, including those with a statement or education, health and care plan is the same as other schools nationally.
- Children in the Reception class attend full time.
- The school meets the current floor standards (minimum outcomes for the end of key stage 2 set by the government).

## Information about this inspection

- Inspectors observed 16 sessions, including four observed jointly with the headteacher. Inspectors also observed extra-curricular provision.
- Inspectors held meetings with the headteacher, other leaders in the school and five governors, including the chair of the governing body. An inspector also met with a representative of the local authority.
- Inspectors gathered pupils' views by talking to pupils around the school, in lessons, during playtimes and by meeting with a group of pupils selected by leaders. Pupils' behaviour was observed in lessons, during an assembly and around the school at break and lunchtimes.
- Pupils' work in all year groups and across the wider curriculum was evaluated to look closely at their current achievement. Inspectors heard pupils read in Year 2 and Year 6.
- A range of documentation was scrutinised, including the school's checks on its own effectiveness, information about current pupils' achievement and attendance, behaviour logs, minutes of governing body meetings, statutory policies and school development plans. Inspectors checked the school's procedures for keeping pupils safe, including the checks made on staff.
- Inspectors looked at 81 responses to Ofsted's online survey (Parent View), including 81 free text responses. In addition, inspectors spoke to parents before school. Inspectors also considered the responses from 108 pupil questionnaires and 20 responses to the staff survey.

## Inspection team

Abigail Wilkinson, lead inspector

Barbara Carr

Her Majesty's Inspector

Ofsted Inspector

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