

# St Clement's CofE Primary School

Abbey Hey Lane, Higher Openshaw, Manchester, M11 1LR

**Inspection dates** 5–6 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
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Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- This is a good school that provides outstanding care for its pupils. It has improved well since the previous inspection.
- Parents can be confident in sending their children to this school, where children feel very happy and safe.
- The headteacher has led the school well and has been successful at creating a strong and committed team of staff. They understand what is expected of them and are keen to work together to keep improving the school.
- Leaders at all levels have good skills in supporting improvements in teaching, particularly in reading and writing. Teaching is now good overall and some is outstanding.
- All groups of pupils now achieve well, particularly in reading and writing.
- Governors provide good support for the school. Their skills help to ensure that all pupils are achieving well. They check that all staff are doing their best to make the school a positive place to learn.
- The school pays excellent attention to ensuring that pupils are safe. This also includes pupils having lessons, visitors to school and trips to other places, to learn about how to keep themselves safe.
- The school ensures that there is high level support available for families and as a result attendance is improving.
- The behaviour of pupils is good. All groups of children get on well together. Pupils also support each other well, such as those who are prefects during break and lunchtimes.

### It is not yet an outstanding school because

- Pupils do not all consistently work at higher levels than expected, especially the most able.
- Pupils do not consistently present work accurately.
- Improvements in mathematics are not as rapid as in reading or writing.
- Leaders do not always check closely enough on what skills pupils are learning in lessons, especially in mathematics.

## Information about this inspection

- Inspectors visited a range of lessons across all classes. The headteacher joined three of the visits.
- Pupils' books were closely checked by inspectors.
- Inspectors took account of 12 responses to the on-line questionnaire (Parent View). They also looked at responses to a parental questionnaire recently carried out by the school and talked to parents on the school grounds.
- Meetings were held with two groups of pupils and inspectors spoke with pupils at break and lunchtimes.
- Inspectors also held discussions with four governors, including the Chair of the Governing Body, a representative of the local authority and school staff.
- The inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, documents relating to the school's plans for improvement, its procedures for checking the quality of teaching, records relating to behaviour and attendance, and documents relating to safeguarding.

## Inspection team

Clarice Nelson-Rowe, Lead inspector	Additional Inspector
John Shutt	Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- The proportion of pupils who are supported by the pupil premium is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils from minority ethnic groups is well above average, with the largest group from Black African heritage.
- The proportion of pupils who speak English as an additional language is well above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.

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

- Raise the quality of teaching to outstanding in order to further improve pupils' achievement, especially in mathematics, by ensuring that:
  - a higher proportion of pupils are consistently working at higher levels than expected in lessons, including the most able pupils
  - pupils further develop their mathematical skills in a range of subjects, such as through solving practical problems, presenting information in different ways and writing conclusions about them
  - pupils consistently present work neatly and accurately with good attention to spelling, where numbers are placed and the drawing of mathematical diagrams.
- Further improve leadership and management to outstanding by ensuring that leaders at all levels check more closely and frequently, on what specific skills pupils are learning in lessons and not just on the ways that teachers teach, especially in mathematics.

## Inspection judgements

### The achievement of pupils

is good

- Since the previous inspection, pupils' attainment in national tests and teacher assessments at the end of Year 2 and Year 6 in reading, writing and mathematics have been improving.
- By the end of Year 2, pupils achieved average standards overall in 2013. Inspection evidence shows that standards in Years 1 and 2 are currently set to rise further. This represents good progress from pupils' individual starting points.
- By the end of Year 6 in 2013, overall attainment was broadly average in reading, writing and mathematics. Current work shows that all groups of pupils make good progress from their individual starting points from Year 3, particularly strong in reading and writing. This is due to the good improvements in teaching and in the quality of leadership since the previous inspection.
- Children start school with skills that are below those typical for their age. They make good progress in the Nursery and Reception classes because adults have very good knowledge of children's needs. They ensure that children are provided with an exciting environment in which to learn and well-structured and interesting activities. As a result, children are keen and ready to learn when they start Year 1.
- Pupils achieve particularly well in reading because the school pays very good attention to promoting pupils' reading skills and love of reading. Younger pupils are now improving well in linking letters and sounds to help them read, but also to help them improve the quality of their writing. Older pupils enjoy reading a range of books and are supported well in lessons by teachers, but also other pupils. For example, some of the most able pupils were observed supporting their peers in reading and understanding books in a reading club. The way in which some boys helped other boys to develop positive attitudes to reading, was particularly impressive.
- A key strength in pupils' writing is their advanced skills in writing creativity, such as story writing. This is helped by a good range of opportunities, such as trips out and visitors into school, including poets. These help to inspire and motivate pupils to use a wide range of language and to write in different ways. However, sometimes pupils do not pay close enough attention to accuracy in spelling.
- The standards reached by the pupils supported by the pupil premium funding, including those known to be eligible for free school meals in Year 6 in 2013 were above those of their classmates in mathematics by around a term, but the same in reading and writing. Extra support, where needed, enables pupils currently supported by the fund to progress at the same rate and often faster than their classmates.
- Disabled pupils and those who have special educational needs achieve well, because the support they receive, including that from teaching assistants, closely matches what they need to learn to make good progress.
- Pupils from different backgrounds, including those at the early stages of learning English and those from Black African backgrounds, make good progress through the school. This is because the school works successfully to ensure that all groups equally do well.
- Pupils say they enjoy mathematics. Observations of lessons and of pupils' work show that pupils have a good grasp of different methods of calculation. However, pupils do not achieve as rapidly in mathematics as they do in other subjects.

### The quality of teaching

is good

- Good teaching has brought about improvements in pupils' achievement since the previous inspection. Teaching now is typically good and sometimes outstanding.
- Classrooms are attractive and welcoming. Displays celebrate pupils' achievements well and model high expectations of pupils' work.

- Pupils' understanding is regularly checked through careful questioning by adults. Pupils successfully learn to review their targets and work out for themselves, with the help of teachers, what it is they need to do to improve further.
- Good additional support from teaching assistants and additional teachers is provided for pupils who may be at risk of not achieving as well as they should. Such timely support helps pupils to be put back on track quickly, so they achieve as well as they can. Conversations with parents indicate that, they are pleased with the way that the school tries to ensure pupils catch up quickly if their progress has not been as good as it could be.
- Pupils are mostly interested in their work. They understand what they have to do because the purpose of their learning is made clear. However, pupils are not always fully challenged in their work, including the most able pupils. As a result, they do not always work consistently at higher levels than expected.
- Reading and writing skills are taught well across the school, but mathematical skills not as effectively. This is because pupils do not consistently apply their mathematical skills enough in different ways and in the different subjects they study. Additionally, they are not encouraged to draw conclusions and present their findings in different ways, for example, in diagrams, graphs or charts.
- Marking is mostly effective. Pupils are given clear guidance on how to improve their work in their books. However, some untidiness in the presentation of mathematical diagrams and where numbers are placed, as well as some spelling errors of key words, are not always addressed quickly enough by pupils.

#### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. Pupils behave well both in lessons and around the school and this contribute well to their good achievement. Pupils are caring, respectful and polite, and behave well, whether on the playground, in the corridors or in the dining hall.
- The groups of pupils who spoke with inspectors in formal meetings, or informally, say that they feel very safe and happy in school. Their attendance is average overall and improving.
- Pupils from many different cultural backgrounds play and work together well. There have been no exclusions since the previous inspection.
- Behaviour is not outstanding because whilst good overall, it is not consistently of a high standard across all year groups and at all times. Pupils who spoke with inspectors throughout the inspection stated that they do not always rise to the high expectations set by teachers for their behaviour. As a result, they sometimes do not get to the highest levels in their learning.
- The school's work to keep pupils safe and secure is outstanding. The work of the Family Support Team goes over and above what is expected to support families and to make staff fully aware of the needs of pupils in their care. Any absence from school is followed up rigorously. Lunch-time supervisors know about the health and social needs of pupils well.
- Pupils are very aware of about different types of bullying, including racist and homophobic behaviour. They say that bullying rarely occurs. They also understand clearly what to do in unsafe situations, such as when using the internet, animal safety, and reporting concerns to child protection agencies.
- Pupils are very confident that adults quickly sort out any problems they might have. They feel safe in the school due to the high levels of attention given to the security of the school site by staff.

#### **The leadership and management** are good

- Since the previous inspection, senior leaders and governors, in close partnership with the local authority, have worked with good determination, to improve the quality of teaching and pupils' achievement. As a result, a culture of good teaching, behaviour and achievement for all groups

of pupils flourishes.

- The school has good systems in place for managing staff performance and the headteacher has been rigorous in tackling weaknesses in teaching. Teachers have clear and achievable targets, which relate to improvements in pupils' achievement directly linked to any increases in salary. Teachers speak highly of the support they receive from senior leaders.
- Leaders have an accurate view of the school's strengths and weaknesses and regularly review how well individual pupils and different groups are doing to make sure that any pupils not making enough progress are quickly identified and given extra help.
- Middle leaders regularly check how well pupils are achieving by looking at teachers' plans, pupils' work or through observations. The school makes sure there is equality of opportunity so all groups of pupils achieve equally well.
- Leadership and management are not outstanding because leaders, including middle leaders, do not check closely enough on whether pupils have achieved the aims of what they should be learning in different subjects, especially in mathematics. Most of the checks on teaching are concerning how teachers teach and not enough on the actual learning taking place.
- Pupils' spiritual, moral, social and cultural development is promoted extremely well through the various subjects that they study. Pupils respond enthusiastically to the wide range of artistic, sporting and cultural activities provided.
- Excellent attention is given to the arrangements for safeguarding and they meet all statutory requirements. In particular, the care of those groups at risk of not doing well due to personal family circumstances is very well managed. This ensures everyone is respected and discrimination of any kind is not tolerated.
- The primary school sport funding, has increased pupils' participation in physical education and sport through providing more opportunities for them to attend a wide range of after-school sports clubs. This includes judo, archery and multi-sports clubs. It is contributing well to pupils' better physical well-being.
- The local authority provides effective support for reviewing the quality of teaching and improving leadership. This has involved encouraging good links with a local school to share best practice in raising pupils' achievement.
- **The governance of the school:**
  - Since the previous inspection, the governing body has developed a stronger range of skills and expertise to benefit the school. Governors are very supportive of the headteacher and staff, and share their ambition for the school to be successful. Individual governors liaise with staff over various aspects of school life, and have a good understanding of the quality of teaching and pupils' achievement and where improvement is needed. The governing body keeps a close watch on the achievement of pupils eligible for support through pupil premium funding and checks on the impact this and the primary school sport funding have on pupils' learning. Governors use performance management processes well to check on the quality of teaching and link performance carefully to pay and professional progression. They ensure that close attention is given to pupils' safety.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	105501
<b>Local authority</b>	Manchester
<b>Inspection number</b>	442369

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	226
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Mack
<b>Headteacher</b>	Jane Parker
<b>Date of previous school inspection</b>	2 October 2012
<b>Telephone number</b>	0161 301 3268
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