

# St Clement's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	105501
<b>Local authority</b>	Manchester
<b>Inspection number</b>	355786
<b>Inspection dates</b>	10–11 November 2010
<b>Reporting inspector</b>	Denise Shields

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

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<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>	235
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Claire MacBeath
<b>Headteacher</b>	Janet FitzGerald
<b>Date of previous school inspection</b>	16 April 2008
<b>School address</b>	Abbey Hey Lane Higher Openshaw Manchester M11 1LR
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 13 lessons or part-lessons, and a total of nine teachers. Meetings were held with staff, groups of pupils and members of the governing body. Inspectors observed the school's work and scrutinised a range of documentation, including pupils' past and present work, assessment and tracking information, monitoring and evaluation records, and additional evidence of the support for pupils whose circumstances make them vulnerable. Inspectors also looked at whether the school meets statutory requirements with regard to safeguarding. A representative sample of questionnaires returned by pupils and staff and 85 questionnaires returned by parents and carers were scrutinised.

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

- Whether the pupils in Years 1 and 2 are making enough progress.
- The teaching in all classes, to determine if pupils' work is sufficiently challenging, especially for the more able.
- How effectively leaders and managers at all levels, monitor and evaluate the school's work in order to secure improvement.

## Information about the school

This is an average-sized primary school. The majority of pupils are of White British heritage. Around one quarter of pupils are from a wide range of ethnic minority heritages and about one third of these speak English as an additional language. The proportion of pupils known to be eligible for free school meals is much higher than average. An above average proportion of pupils are assessed as having special educational needs and/or disabilities and a similar proportion have a statement of special educational needs. There are more boys on roll than girls and this leads to a gender imbalance in most classes. The school works in partnership with a children's centre on site.

Since the previous inspection, there have been considerable changes in teaching and support staff. At the time of the inspection, several teachers had been in post for only a few weeks.

**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**

**3**

## Main findings

This is a satisfactory school. Good care, guidance and support ensure that, from the nursery onwards pupils feel safe, behave well and develop good social skills. As a result of good partnerships with the children's centre and with external agencies, those pupils whose circumstances make them the most vulnerable receive good support, as do their families. The 'team around the family' is greatly appreciated by those families who have benefited from its support. 'We had lots of help to get us through the bad times and we now feel we can look more positively to the future' is a comment that typifies that of many received from parents and carers. Effective partnerships also have a marked impact on improving pupils' attendance, behaviour and their confidence and self-esteem.

School self-evaluation is broadly accurate and so most priorities for improvement are correct. Management systems to track the progress made by pupils over time are robust. Revised arrangements enable the school to focus more precisely on and tackle any underachievement. Amongst all staff, team work is strong and there is a shared vision for the future. Several senior and middle leaders and managers are new to their role or have recently taken on revised responsibilities. They have varying levels of skills and expertise and so their ability to check the quality of provision and pupils' attainment in their areas of responsibility is not yet fully effective, resulting in the quality of teaching varying throughout the school. The governing body is supportive, but is at an early stage of holding the school to account. Most areas for improvement identified at the time of the previous inspection have been addressed. As a result, the school demonstrates a satisfactory capacity for sustained improvement.

Children have a satisfactory start to their education in the Early Years Foundation Stage and make satisfactory progress overall. Typically, children enter the nursery with below expected skills in most areas, and well below in their early reading, writing and numeracy skills. They generally make good progress when they work with an adult, but their progress often slows when they select their own activities. This is because, on these occasions, adults do not always intervene swiftly enough to ensure that meaningful learning takes place. At the end of the Reception Year, most children are working below the expected level for their age and their early basic skills are weak. This is due to the fact that there are not always enough purposeful activities planned for children to practice and improve these essential skills. In Key Stages 1 and 2, pupils' progress and enjoyment of learning is satisfactory rather than

good. Although outstanding practice was observed during the inspection, overall, the quality of teaching is satisfactory. In all classes, planned work is not always closely matched to pupils' needs and abilities, especially for the more able pupils. By the end of Year 6, pupils' attainment in English and mathematics is average and fewer pupils than average attain higher levels in these subjects.

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

- Increase the rate of progress made by pupils in English and mathematics by ensuring that:
  - work is precisely tailored to pupils' needs and abilities, especially the more able
  - pupils have plenty of opportunities to improve their speaking skills and to use their mathematical skills in a range of contexts
  - marking makes clear to pupils how to improve their work.
- Increase the effectiveness of leaders and managers by ensuring that:
  - the roles of senior and middle leaders and managers are developed, so that they can all effectively check the quality of provision and pupils' progress in their areas of responsibility
  - the governing body regularly reviews and evaluates the school's provision and contributes effectively to helping set its strategic direction.
- Improve the quality of provision in the Early Years Foundation Stage by ensuring that:
  - an effective system is in place to accurately assess and record children's progress
  - more purposeful activities are provided for children to practice and improve their early reading, writing and mathematical skills
  - a wider range of resources is available outdoors to enhance children's skills and knowledge in all areas of learning
  - when children choose activities for themselves, adults intervene to ensure that successful learning is taking place.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

3
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Relationships are friendly and pupils are not afraid to ask for help if they need it. In lessons, most pupils listen carefully and concentrate well. The large majority of pupils say they enjoy learning, especially when their tasks are exciting or when they work with a partner or in small groups. This is helping them to become confident learners. Many pupils say they learn a lot in lessons, but a minority comment that their work is not hard enough. When activities are challenging or practical, and closely tailored to their ability, pupils' attention is captured, they become engrossed in learning and their progress is often rapid. However, these are not consistent features in all classes

and so pupils' learning and progress is uneven, but satisfactory overall. Although pupils willingly answer questions and enjoy taking part in role-play activities, they do not have enough opportunities to practise and improve their speaking skills. There are also too few chances for pupils to use their mathematical skills in a variety of contexts. As a result, achievement for all groups is satisfactory, including for pupils with special educational needs and/or disabilities and those who speak English as an additional language.

Although pupils' cultural awareness is not as strong, overall their spiritual, moral, social and cultural development is good. This has a positive influence on their good behaviour, and the relationships they form with each other and adults. The majority of pupils, even the very youngest, are keen to help and support each other. This has a good impact on their self-esteem, confidence and progress. When given the opportunity, pupils willingly take on responsibility. They make a good contribution to the school and wider local and church community. Pupils state confidently that their views are listened to and acted upon and that they are able to contribute to the school's improvement. Most pupils develop a sound understanding how to live healthy lifestyles.

*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>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop 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?

In the most successful lessons, teachers use very well-chosen resources and exciting practical tasks which engage pupils' interest and extend their knowledge and skills. Carefully tailored questioning is very effective and makes pupils think more deeply about their learning. These features, however, are not consistent in every class. Sometimes good opportunities are provided for pupils to talk in pairs; this successfully promotes speaking and listening. Occasionally, teachers talk for too long and the pace of the lesson is rather pedestrian. Although the interactive whiteboard is often used, for instance, to display new concepts or pupils' tasks, it is rarely used to its full potential to fully involve pupils and promote their learning. In the main, activities are not varied enough to meet the precise needs of pupils' different levels

<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

of attainment in each class, especially the more able. In several instances, marking is helpful, but this is not so in all classes. Consequently, many pupils say that they are not certain how to improve their work.

The curriculum is carefully adjusted to meet the requirements of pupils with special educational needs and/or disabilities and those who speak English as an additional language. There are good opportunities for pupils to practise their writing skills in lessons, but not enough for them to improve their mathematical and speaking skills in a variety of contexts. There are very few opportunities to extend the skills of pupils who are known to have a particular gift or talent. Good provision is made for the personal, social, emotional and health education of pupils. The wide range of activities beyond lessons is greatly enjoyed by pupils.

Pupils benefit from good quality care, guidance and support. There is effective support for pupils with special educational needs and/or disabilities, those with more complex needs and the few who have English as an additional language. This results in their increased motivation and greater access to the curriculum. Adults know pupils well. Without exception, pupils say there is an adult to turn to for help if they are sad or troubled. Arrangements to help pupils move from year group to year group and then onto secondary school are effective.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher and deputy headteacher work together well and bring different strengths to the leadership and management of the school. Together they have successfully managed the considerable staff changes, and focused the school on moving forward. A new staff team has been established and the high return of questionnaires indicates that they feel they are valued members of the school community. Appropriate plans to bring about improvement are in place and priorities for development are broadly accurate. Those senior and middle leaders who are new to their roles are not yet fully involved in monitoring and evaluating the quality of education, including pupils' performance. The governing body discharge their statutory responsibilities well, but do not regularly monitor the school's work and are not yet fully involved in shaping its future direction. The school complies with statutory requirements for safeguarding, health and safety, and child protection. Day-to-day procedures are clear and rigorous, but a few policy documents are in need of updating; the school has clear plans to address this.

Relationships with the large majority of parents and carers are good. Many parents and carers are active partners in their children's learning and in the life of the school. Satisfactory arrangements are in place to promote equal opportunity and to tackle discrimination. As a result, the school is a friendly and harmonious community in

which to work and learn. The school promotes community cohesion well within its own community and the immediate local area, but pupils have limited opportunity to develop an understanding of the wider national and global communities. Good partnerships, particularly with the children's centre, local schools and external agencies, support pupils' well-being, help to raise their confidence and self-esteem and the quality of pupils' learning.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children are warmly welcomed into the Nursery and Reception classes. Effective induction arrangements, including close liaison with the children's centre and visits made to parents and carers, ensure that children settle quickly and follow routines. Children are safe and cared for well. There is a good emphasis on developing children's personal and social skills. As a result, children have trusting relationships with adults, behave well, play happily together and enjoy learning. Indoors, planned activities generally have a good balance between those children can choose for themselves and those led by an adult. Although the outdoor area is used continuously during the day, it is dull and the range of resources is narrow; this limits children's independent learning. Usually, during adult-led activities, children's learning is good especially when tasks are exciting and capture their attention. Sometimes good emphasis is placed on activities that develop children's early reading, writing and numeracy skills. However, at times tasks lack purpose, are not sharply focussed or matched to children's needs and abilities. When children initiate their own learning, adults do not always seize the opportunity to take learning forward. As a result, teaching is satisfactory and children's learning and progress uneven, but satisfactory overall. Assessments of children's achievements are starting to be used more effectively to adjust day-to-day planning, but, although carefully undertaken are not accurate in showing the progress children make over time. Leadership and management of the Early Years Foundation Stage are satisfactory. Suitable plans are in place to develop the phase further, but these lack a sharp focus and measurable success criteria.



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

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management in the Early Years Foundation Stage	3

**Views of parents and carers**

Inspectors received questionnaire responses from approximately one third of parents and carers. This return is average. Almost all of these parents and carers indicate a positive view about all aspects of the school's work. Inspection findings support these positive views. A few parents and carers consider that their children's particular needs are not met and the school does not take their suggestions and concerns fully into account. Inspectors looked at the school's records and held discussions with staff. They found the school has efficient systems for seeking and acting upon parents and carers views and that there is effective support and guidance for pupils with specific needs. A few parents and carers expressed the view that their children do not make enough progress. Inspectors found that in lessons, work is not always closely tailored to individual's needs and, as a result, the quality of pupils' learning and progress is uneven.

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

Ofsted invited all the registered parents and carers of pupils registered at St Clement's CofE Primary School 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 85 completed questionnaires by the end of the on-site inspection. In total, there are 235 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	69	26	31	0	0	0	0
The school keeps my child safe	62	73	23	27	0	0	0	0
The school informs me about my child's progress	50	59	34	40	1	1	0	0
My child is making enough progress at this school	51	60	31	36	2	2	1	1
The teaching is good at this school	52	61	31	36	1	1	0	0
The school helps me to support my child's learning	51	60	30	35	1	1	0	0
The school helps my child to have a healthy lifestyle	45	53	36	42	1	1	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)	50	59	29	34	1	1	0	0
The school meets my child's particular needs	47	55	34	40	3	4	0	0
The school deals effectively with unacceptable behaviour	51	60	30	35	2	2	0	0
The school takes account of my suggestions and concerns	42	49	36	42	5	6	0	0
The school is led and managed effectively	46	54	37	44	2	2	0	0
Overall, I am happy with my child's experience at this school	58	68	26	31	1	1	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 is for the period 1 September 2009 to 31 March 2010 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.**



12 November 2010

Dear Pupils

### **Inspection of St Clement's CofE Primary School, Manchester M11 1LR**

I am writing to thank you for the very friendly welcome you gave the team when we came to inspect your school. St Clement's is a satisfactory school and some aspects are good. These are some of the things we found out.

- Your behaviour is good and you all get along with each other. Adults take good care of you and help you to learn how to stay safe.
- You have lots of activities after lessons, interesting visits and visitors and these help you learn many new things.
- You told us that some of your lessons are fun, but not all of them. We have asked your school to ensure that work is always just at the right level to help you learn more quickly and to give you lots of chances to practise your mathematical skills and to help you improve your speaking skills too. You can help too by working hard and always trying your very best at all times.
- Most of you also said that you are not certain how to make your work better. We have asked your teachers to make sure that when they mark your work their comments always tell you how you can improve.
- The children in the Nursery and Reception classes have a satisfactory start to their education. They enjoy learning but do not get enough chances to read, write and learn number skills. There is also not enough equipment for children to use outdoors. We have asked your teachers to provide more outdoor equipment to give children more chances to practise and improve their reading, writing and number skills.
- Lots of new staff have joined your school, and so we have asked your headteacher to find ways to help them, and all staff, check how well you are all doing and carefully plan what needs to be improved. We have also asked her to ensure the governing body keeps a close check on developments too.

Thank you for helping with the inspection.

Yours sincerely

Denise Shields  
Lead inspector

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