

# Inspection of St Clement's CofE Primary School

Abbey Hey Lane, Higher Openshaw, Manchester M11 1LR

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Inspection dates: 11–12 February 2020

## **Overall effectiveness**

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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Everyone receives a warm welcome at this school, regardless of their race, gender or culture. Many pupils who join the school speak very little English. From an early age, these pupils are well supported by staff. This helps them settle into school life quickly.

Most pupils, including those with special educational needs and/or disabilities (SEND) live up to the high expectations that staff have of them. We observed pupils with happy, smiley faces learning, playing and enjoying school.

The pupils that we spoke to told us that they feel safe. They share any worries or concerns that they have with staff. Pupils have friends from across different year groups. They care for each other. They behave well and are keen to learn. Pupils told us that bullying does happen occasionally, but adults soon sort it out.

Pupils enjoy taking on roles of responsibility such as school councillor, e-cadet or reading ambassador. They enjoy a wide range of after-school clubs and exciting trips, and residential, that broaden their experiences.

Most parents and carers are grateful for the high standards of care and attention given to their children. They welcome the fact that the headteacher and her staff know the pupils so well.

## **What does the school do well and what does it need to do better?**

Leaders and governors are determined that all pupils achieve to their best. In key stage 1, pupils' achievement in reading, writing and mathematics has improved since the last inspection. In 2019, significant cohort issues adversely affected the end of key stage 2 published data. This is not a true picture of the school. Pupils achieve well across the curriculum.

The curriculum meets the needs of pupils. It is planned in a logical way. Mathematics, reading and computing are well organised. Teachers know what they should teach and in what order. Leaders make regular checks on how well pupils are doing in these subjects. However, the systems to check how well curriculum plans are working in subjects such as history, music, art and design, design and technology and modern foreign languages are less well developed. Sometimes pupils are unable to remember previous learning in these subjects.

Teaching pupils to become confident and fluent readers is a top priority. The phonics programme is delivered well. The proportion of pupils reaching the expected standard in the Year 1 phonics screening check has improved significantly in recent years. However, although phonics is taught daily in early years and key stage 1, distractions in the environment sometimes stop children from concentrating on their phonics learning. Pupils who fall behind with their reading are given good support to

help them catch up. The books that pupils read are well matched to the sounds that they have learned. Pupils across the school show a love of reading.

Pupils show a keen interest in mathematics. They enjoy solving complex problems using a variety of methods. They apply what they can remember to new learning. Teachers explain new learning well. They make good use of assessment information to plan activities which build on pupils' prior learning. As a result, pupils in Year 6 are ready for the challenges of key stage 3.

Pupils with SEND achieve well. The curriculum is carefully adapted to meet the needs of these pupils. Teachers ensure that pupils with SEND are fully involved in lessons, for example by using coloured overlays to assist pupils with dyslexia. Staff are confident in supporting pupils with SEND because there is regular, good-quality training.

The school's Christian ethos is the foundation for pupils' personal development. This is given a very high priority by staff. The school is like one big family, where all races, religions and cultures are celebrated. This helps develop pupils' understanding of life in modern Britain. Pupils treat each other well and poor behaviour rarely disrupts lessons. Pupils attend school regularly. Leaders pay close attention to pupils' physical and mental health well-being.

The early years is a hive of activity. Children are engaged in a wide range of exciting activities that cover all areas of their learning. Staff know what is expected of pupils in Year 1. They strive to ensure that children are ready by the end of the Reception Year by helping them meet their early learning goals. Staff take every opportunity to develop children's reading skills and to promote their language development. The proportion of children achieving a good level of development has increased in recent years.

Governors have a good knowledge of the school's strengths and areas for improvement. They ensure that the well-being of pupils and staff is given a high priority.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make careful checks on the suitability of adults who work in school. Staff receive regular safeguarding training. This enables them to spot potential signs of abuse. Staff are also alert to the signs of female genital mutilation and radicalisation. They know who to speak to and where to record their concerns.

Pupils are taught how to keep themselves safe, including how to stay safe online.

Leaders work closely with professionals in other agencies to ensure that vulnerable pupils and their families get the appropriate support for their needs.

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

### (Information for the school and appropriate authority)

- Pupils achieve well in phonics. However, when pupils are learning phonics they are often distracted by what is going on around them. Leaders must ensure that phonics is taught in a settled environment where distractions are kept to a minimum. Doing so will enable pupils to apply themselves so that they can achieve as well as possible.
- Not all subject leaders have the opportunity to check if curriculum plans are working in practice. As a result, leaders are less aware of how well pupils achieve in some subjects. This has led to some pupils having gaps in their knowledge. Leaders must ensure that they check that teachers are delivering the curriculum according to their plans. This would assist them to know how well pupils achieve across the curriculum.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	105501
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10135061
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	243
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Eleanor Ward
<b>Headteacher</b>	Jane Parker
<b>Website</b>	<a href="http://www.stclementsprimary.co.uk">www.stclementsprimary.co.uk</a>
<b>Date of previous inspection</b>	13–14 March 2018, under section 5 of the Education Act 2005

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- During the inspection, we met with the headteacher and senior leaders. We met with members of staff and with five members of the governing body including the chair of governors.
- We observed pupils' behaviour in lessons and around school.
- We spoke with parents to gather their views about the school.
- We spoke with staff to find out how knowledgeable they are about safeguarding procedures in school. We also spoke with pupils about their safety. We examined a number of documents related to the safety of pupils. These included safeguarding policies, the single central register, case studies, and logs of action. We reviewed a range of other documentation provided by the school. These included curriculum plans, action plans, minutes of meetings and the school's self-evaluation.
- We did deep dives in these subjects: reading, mathematics, history and computing. We met with subject leaders and visited lessons. We viewed samples

of pupils' work and held discussions with teachers. We spoke with pupils about their learning.

- On the second day of the inspection, we looked at a wider variety of the school's curriculum, including music, languages, art and design, and design and technology.
- We considered the 27 responses to Ofsted Parent View, Ofsted's online questionnaire. We considered the 20 free-text comments. We also considered the 24 responses to the staff questionnaire and the eight responses to the pupil questionnaire.

### **Inspection team**

Jeremy Barnes, lead inspector

Ofsted Inspector

Sheila Iwaskow

Her Majesty's Inspector

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