



St Clement's Catholic Primary School

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School Unique Reference Number: 9363470

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| Inspection date: | 10 – 06 - 2014 |
| Lead Inspector: | Catherine Walker |
| Associate inspector: | Penny Rickards |

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| Overall Effectiveness | Previous Inspection: | Good |
| | This inspection: | Good |
| Catholic Life: | | Good |
| Collective Worship: | | Good |
| Religious Education: | | Good |

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Clement's is a good Catholic school because:

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| <ul style="list-style-type: none"> St Clement's is a good Catholic school. The learning environment reflects the school's mission and identity through clear signs of the school's Catholic character. | <ul style="list-style-type: none"> The quality of collective worship is good. Staff regularly pray together. These experiences have a significant positive impact on the school's sense of community. |
| <ul style="list-style-type: none"> The Catholic Life of the school is good. Everybody at St Clement's is fully committed to promoting the Catholic ethos of the school and its Gospel values. | <ul style="list-style-type: none"> The quality of religious education is good. Teaching is mainly good, with examples of outstanding teaching. Teachers manage time well and secure good learning in lessons and across sequences of lessons. |

It is not yet outstanding because:

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| <ul style="list-style-type: none"> The quality of teaching is not yet consistently outstanding across the school. Some lessons still require improvement. | <ul style="list-style-type: none"> Rigorous monitoring now needs time to embed to ensure its impact can be seen on raising standards |
| <ul style="list-style-type: none"> Assessment procedures need developing to include more self-assessment by the pupils themselves. | <ul style="list-style-type: none"> Lessons need to promote increased levels of challenge for the more able pupils. |
| <ul style="list-style-type: none"> Pupils need to have greater involvement in their own learning. | |

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- The school is a smaller than average size primary school with seven classes. Pupils are taught in single-age classes.
- There have been a number of staffing changes since the last inspection. The previous headteacher left in December 2012. The deputy headteacher became the acting head-teacher in January 2013 and became the substantive headteacher in April 2014.
- The proportion of pupils supported through school action is well below the national average.
- The proportion of pupils known to be eligible for the pupil premium is well below the national average.
- Almost all pupils come from a White British background.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Continue to improve the quality of teaching so all teaching is graded as consistently 'good' across the school.
- Improve the quality of monitoring and assessment. Ensure a regular cycle of monitoring and assessment is introduced so it impacts on raising standards.
- Improve the quality of provision for the teaching of world faiths. Ensure provision for the teaching of world faiths is extended beyond Year 3. To further enhance the existing provision for the teaching of world faiths across Key Stage 2.

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 good.

St Clement's has a distinctively Catholic ethos that permeates all aspects of the school. All members of the school community are committed to providing opportunities for personal, social, academic, emotional and spiritual development. The school recognises the need to review the school's mission statement with the whole school community.

Pupils are exceptionally well mannered and welcoming. Behaviour is exemplary. There is a calm and positive atmosphere around the school. Pupils are extremely caring and considerate of others. Pupils benefit from their involvement in the Catholic life of the school. Pupils appreciate the community to which they belong and accept the demands that accompany this.

The quality of provision of the Catholic Life of the school is outstanding.

Worship, assemblies and liturgies are led by all staff and reflect the liturgical calendar and link closely to the themes of the religious education scheme of work 'Come and See'. Every classroom has a focal prayer area. The school newsletter often includes a prayer or reflection connected with feast days or assemblies that have been a feature of the school week.

The inspection team witnessed very positive and nurturing relationships between adults and pupils during lesson observations and around the school. Religious education leaders provide a clear programme of support for new staff. Every opportunity is used to extend this support beyond the school through both the diocese and deanery. The school provides high levels of pastoral care. The learning environment reflects the schools Catholic character and the Catholic ethos is clearly tangible.

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

The newly appointed head-teacher has a clear understanding of the provision for the Catholic life of the school. Governors are aware of the development priorities at the school. Leaders have rightly identified the need to include a more rigorous and detailed evaluation schedule and religious education action plans. There are two RE link governors who monitor provision for the Catholic life of the school and report regularly to the governing body. The school engages very positively with parents for the benefit of pupils.

Good support is provided for teachers new to Catholic schools. This includes mentoring by the religious education leader and accessing induction courses provided by the diocese. There are strong links within the local deanery. Shared INSET, moderation and worship opportunities are planned for staff and pupils. Pastoral care is a high priority at St Clements. Leaders readily identify and support staff, pupils and families where there is a need.

COLLECTIVE WORSHIP / PRAYER AND WORSHIP

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

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How well pupils respond to and participate in the school's Collective Worship is good.

Pupil behaviour is exemplary and pupils act with reverence and are keen to participate in all aspects of worship; they are able to answer questions confidently and demonstrate good religious vocabulary. During the collective worship observed by the inspection team pupils were able to relate the theme of the World Cup to their own lives through the use of scripture.

Prayer is woven into the fabric of the school day. Shared opportunities for prayer are preserved and highly valued. An inclusive ethos allows for all children to participate in worship. Prayer is alive and valued in challenging situations by pupils, staff and families. Traditional prayers are known. Opportunities for private, personal reflection were observed. Spontaneous prayer is encouraged through the use of prayer pebbles.

The quality of provision for Collective Worship is good.

Collective worship is integrated into the liturgical year. Masses are celebrated with the parish priest. He also supports services of reconciliation, and services linked to Easter and Christmas.

Some worship opportunities allow for cross age group participation and some pupils are involved in the planning. The school would now benefit from involving pupils more consistently in the planning and delivery of collective worship. There is clear evidence of this happening for pupils in Key Stage 2 where opportunities are given to plan and lead class workshops independently. There is evidence that collective worship centres on clear themes and messages.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is good.

The calendar for collective worship allows for pupils to take part in a range of masses and liturgical celebrations. These acts of worship reflect the pupils' positive attitude and demonstrate their ability to empathise and apply Gospel values to their daily lives.

Leaders and managers, including senior leaders, provide opportunities for collective worship, which enable pupils to develop in their spiritual lives. Leaders are a model of good practice for staff and pupils. They are highly visible as leaders of collective worship.

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 good.

Pupils enjoy their RE lessons and can clearly explain its value. Pupils are keen to do well and apply themselves diligently at a good pace. The standards of attainment of the vast majority of pupils are in line with national expectations. More challenge is needed, particularly with the more able, to ensure more progress over time for all groups of learners. Although pupils enjoy their learning, pupils would benefit from more active participation in lessons. Increased opportunities to ask questions and develop independent learning would impact on increasing pupils' achievements. Pupils demonstrate a secure level of religious literacy and a strong knowledge of scripture.

The quality of teaching and assessment in Religious Education is good.

A variety of teaching was observed during the inspection. Teaching is mainly good. In the strongest lessons observed, teachers demonstrated good subject knowledge, skilful questioning and appropriate pace. Teachers differentiate tasks well in order to meet the variety of pupils' needs. Marking and constructive feedback are mostly consistent and pupils are given time to respond to advice on improvement. Some pupils have been involved in evaluating each other's work and valued this. This now needs to be consistently applied across the school. Achievement and effort are celebrated through the use of house points and affirmative statements in pupils' books. Some examples of good assessment practice were seen. For example in one lesson the teacher used clearly displayed learning objectives to help the children assess their own learning at the end of the lesson. Some books showed children's own self-evaluation of their learning at the end of a topic. These assessment procedures now need to be shared and consistently applied across the school.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good.

Religious Education compares favourably with other core curriculum subjects in terms of staffing, resources budget and curriculum. The curriculum enables pupils to gain first hand experiences of the liturgical life of the Catholic Church. Good links are forged with other agencies to promote pupils' learning and engagement with the subject. These include both Deanery partnerships and the Diocese.

The head-teacher and subject leader recognise the needs of their staff and know the school well. The school has rightly identified a need for more consistent and rigorous monitoring of RE and assessment procedures.

Governors provide good support for the school and are aware of their need to monitor and challenge the school. The parish priest is a regular visitor to the school and provides both pastoral and spiritual support.

The school meets its statutory requirements for the delivery of the RE curriculum in accordance with the Bishop's Conference.

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

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

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The quality of provision for Collective Worship

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

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Religious Education

2

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

2

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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