

St Clement Danes CofE Primary School

Inspection report

Unique Reference Number	101127
Local Authority	Westminster
Inspection number	354948
Inspection dates	22–23 March 2011
Reporting inspector	Madeleine Gerard

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	197
Appropriate authority	The governing body
Chair	Katherine Batchelor
Headteacher	Angela Abrahams
Date of previous school inspection	11 December 2007
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 24 lessons taught by 9 teachers and held meetings with groups of pupils, staff and members of the governing body. Inspectors observed the school's work and looked at pupils' books, tracking data showing pupils' attainment and progress, and the school's development plans, policies and records for safeguarding pupils. They considered the 67 questionnaire responses received from parents and carers, the 82 responses from pupils in Years 3 to 6, and the 24 responses from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How consistently all pupils make accelerated progress in all classes and whether attainment by the end of Year 6 is securely above average.
- How accurately the school monitors the quality of its work and ensures consistency of provision throughout the school so that all pupils learn and progress well.

Information about the school

This is a slightly smaller-than-average primary school with Early Years Foundation Stage children taught in Nursery and Reception classes. Most pupils are from a wide variety of minority ethnic backgrounds and a large majority speak English as an additional language. Many of these are at an early stage of learning English. There is an above average proportion of pupils with special educational needs and/or disabilities. Most of these have moderate learning difficulties or speech, language and communication needs. The proportion of pupils known to be eligible for free school meals is above average. More pupils than average join and leave the school part-way through their education. There have been a number of staff changes over recent years. The school has achieved several national awards including Healthy School status and has received recognition at national and local level for environmental work. The after-school club, which shares the school site, was not part of this inspection as it is not managed by the school.

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?

2

The school's capacity for sustained improvement

2

Main findings

St Clement Danes Church of England Primary provides a good quality of education and serves its community well. It is an inclusive school where all pupils are valued and enjoy themselves in the school's safe and caring environment. The school has worked with determination to successfully enhance the quality of its work and increase pupils' academic outcomes since the previous inspection. Accurate self-evaluation has enabled the school's leaders to identify the most appropriate priorities and actions to secure improvement. Pupils' attainment in English and mathematics at the end of Year 6 has risen and is above average as a result of sustained enhancements to the quality of teaching and other provision. This reflects the school's good capacity for sustained improvement.

Relationships are welcoming and positive. The school staff work hard to ensure that pupils are well cared for and that all pupils, including those whose circumstances make them most vulnerable, are well supported. Pupils feel extremely safe and are very confident that staff at the school will help them should any problems occur. Visits from the local emergency services, guidance on road safety and keeping safe when using computers, ensure pupils are extremely clear about the steps they should take in order to keep themselves safe in a wide variety of situations. Through close links with local churches, learning about many religious festivals, visits to a wide variety of places of worship and visitors from a range of different faiths and cultures, pupils have a very good understanding of world beliefs and values. Together with pupils' very caring attitudes towards one another, the extent of their spiritual, moral, social and cultural development is outstanding. Effective strategies have been introduced to promote regular attendance and good punctuality. As a result, the proportion of pupils who are persistently absent from school has reduced but attendance remains average overall.

Children get off to a good start in the Early Years Foundation Stage. Opportunities for parents and carers to spend time each morning sharing activities with their children in the Nursery class ensure that children settle quickly and are happy. Pupils progress well through the rest of the school. They have positive attitudes to learning and are motivated to do well because teachers plan interesting work for them to do. Specialist teachers for music and Spanish, a wide range of popular clubs, including ballet, football and karate, visitors and regular visits to places of interest are all strengths of the good curriculum. Participation in performances at school and in leading cultural venues boost pupils' self-confidence and self-esteem. Pupils' progress is closely tracked and assessment data analysed well in order to identify pupils who need extra support. Marking and target setting make clear what pupils should do to move up to the next level in their work. Additional adults support pupils' learning well in lessons. Extra help, tailored to pupils' needs, ensures that all groups of pupils make good gains in their learning. In a few classes, assessment information is not always used to match work as consistently to the full range of pupils' needs.

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What does the school need to do to improve further?

- Sharpen the consistency with which assessment information is used to match work to pupils' needs in lessons.
- Improve attendance by raising parents' and carers' awareness of the importance of regular attendance and good punctuality.

Outcomes for individuals and groups of pupils

2

Children join the school with skills and capabilities that are generally below the expected levels for their age. Communication, language and literacy and their personal, social and emotional development are often particularly weak. Rates of learning and progress, and pupils' overall achievement and enjoyment in their learning are good. The reasons for this were illustrated in a literacy lesson. Pupils were working hard to identify the features of good-quality interviewing in preparation for writing their own newspaper articles. The pace of pupils' learning was brisk because they were interested in the activity and they enjoyed exploring their ideas in small groups. They made good progress in writing their own interview questions because the teacher gave clear prompts and guidance. In a mathematics lesson, pupils progressed well when they were challenged to find ways to answer a sum for themselves before the teacher modelled how to do it. They worked well in pairs and used key mathematical vocabulary accurately.

Well-led and managed support in lessons, as well as targeted additional help, ensures that pupils with special educational needs and/or disabilities keep up and learn well. This includes additional, personalised support from specialist therapists for pupils with speech, language and communication needs. Additional sessions outside the classroom in reading are particularly successful in boosting pupils' literacy skills. Extra help in mathematics and booster sessions in literacy and numeracy for selected pupils in Year 6 are effective in ensuring all pupils make good progress in their basic skills. Pupils speaking English as an additional language are well supported. Pupil buddies help them to settle when they join the school and they receive extra guidance in lessons. In their learning across all subjects, these pupils make similar levels of progress to other groups.

Pupils enthusiastically raise funds for national and international charities, and participate in cultural events within the local community. For example at Christmas, the school choir sings at a local home for the elderly. The school council is proud of its contribution to the refurbishment of the school playground. The work of the school gardening club has been recognised in the local authority gardening competition. Pupils have a good awareness of how to keep themselves fit and healthy, as the school's successes in achieving Healthy School status and the Activemark show. The healthy lunches cooked and served at the school are popular. House captains organise weekly sporting activities for pupils at lunchtime.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers manage classes successfully and make use of a variety of resources to ensure pupils take an active part in lessons. They use computers well to explain new concepts. Pupils enjoy their work; they often think and concentrate well. They make swift gains in their learning when work is well matched to their abilities. In a small minority of lessons, activities are not always sharply matched to pupils' learning needs and, as a result, in these classes the pace of learning is not as consistently brisk. Most pupils can explain their targets and marking is used well to make clear how they can improve their work.

The curriculum promotes pupils' creative, practical and personal talents effectively. Recent enhancements including opportunities for pupils to write at length in a variety of different styles, daily reading and increased practical investigations in science are underpinning improved rates of progress in basic skills. Cross-curricular links are developing, although opportunities for pupils to use computers widely in their learning are occasionally missed. Well-established partnerships with local businesses benefit the school well and support pupils' learning. For example, volunteers regularly hear pupils reading. Visitors from a wide variety of professional backgrounds talk to pupils about the jobs they do in order to raise pupils' aspirations for their future lives. Regular visits to many local places of interest bring the curriculum to life.

The pupils' individual needs and talents are known well. Staff, including the learning mentor, play a strong role in supporting pupils' social and emotional development. Good

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links with outside agencies promote pupils' well-being and learning and are used effectively to provide additional guidance for pupils and families experiencing difficult circumstances. The school ensures important information is passed on to secondary schools when pupils move on to the next stage in their education. Pupils who may find transition to secondary school difficult receive additional support and guidance.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher is a strong leader and works successfully with the deputy headteacher, staff and governing body to put the pupils at the heart of all the school's work. Consequently, equality is promoted and discrimination tackled well so that attainment and rates of learning and progress have increased for all groups of pupils. Priorities for action are successfully addressed and bring about marked enhancements in provision and outcomes for pupils, showing that leaders drive improvement and embed ambition well. Teaching and learning have been well led and managed so that the quality of teaching is good overall. There remain a few inconsistencies because monitoring occasionally focuses more on provision than on the impact on pupils' learning. The governing body fulfils its statutory duties and safeguarding arrangements are good. The school's site is secure and extremely well maintained. Risk assessments are thorough and staff have a detailed awareness of safeguarding issues. The promotion of community cohesion is good. Pupils have a keen awareness of the school and local communities and are gaining an understanding of those who live in contrasting communities through the school's developing links with schools in this country and abroad.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Relationships are warm and friendly in the Early Years Foundation Stage. Children work and play well together. They share resources readily. For example, children in the Nursery were observed listening to music together and taking turns to select what they listened to. In the outside area, children in Reception took turns to plant runner beans in the garden. Inside the Reception classroom, children looking for beans hidden in the sand tray worked well together to count how many they had found. There is an appropriate balance of adult-led tasks and opportunities for children to choose activities for themselves. Children working with an adult in the Nursery were exploring size through discussing the story of Goldilocks and the three bears and comparing the different sizes of the bears and their possessions. Observations of children's interests are used well to plan activities that promote their curiosity and enable children to deepen their knowledge. As a result, children progress well in the Nursery and Reception classes. The Early Years Foundation Stage is well led and managed which ensures that records of ongoing observations are kept. Occasionally, planning does not use information from these ongoing assessments to plan activities tailored to children's specific needs so that the children can make even faster gains in their skills.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

In the questionnaire responses,, the very large majority of parents and carers are happy with their children's experience of school and almost all are confident that the school keeps their children safe. The vast majority confirm that their children enjoy school and most evaluate the quality of the school's work to develop pupils' personal skills positively. Most agree that their children's needs are met and that the children are well taught at the school. Inspection findings generally endorse the views of parents and carers regarding pupils' personal development. Inspectors found pupils' rates of learning, their academic outcomes, the quality of teaching and other aspects of provision to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Clement Danes Church of England Primary 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 197 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	81	12	18	0	0	0	0
The school keeps my child safe	51	76	16	24	0	0	0	0
My school informs me about my child's progress	41	61	23	34	1	1	0	0
My child is making enough progress at this school	42	63	20	30	4	6	0	0
The teaching is good at this school	50	75	14	21	2	3	0	0
The school helps me to support my child's learning	45	67	17	25	2	3	0	0
The school helps my child to have a healthy lifestyle	41	61	23	34	1	1	1	1
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)	39	58	19	28	3	4	0	0
The school meets my child's particular needs	35	52	24	36	3	4	0	0
The school deals effectively with unacceptable behaviour	38	57	23	34	3	4	0	0
The school takes account of my suggestions and concerns	38	57	22	33	1	1	1	1
The school is led and managed effectively	49	73	12	18	1	1	0	0
Overall, I am happy with my child's experience at this school	49	73	15	22	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



24 March 2011

Dear Pupils

Inspection of St Clement Danes Church of England Primary School, London WC2B 5SU

Thank you very much for your very friendly welcome and for helping us when we visited your school recently. We enjoyed talking to you and listening to all that you had to say. This letter is to tell you about the judgements that we reached.

St Clement Danes Church of England Primary is a good school. We were pleased to see how well you all get on together and how well behaved you are in lessons and around the school. You take on responsibility enthusiastically. The adults look after you well and make sure that you feel safe at school. This helps to make St Clement Danes a happy place to be. Your parents and carers like the school too. You make good progress and your attainment is above average. You enjoy the interesting work that the teachers plan for you to do. You like the clubs and the outings and visits that the school organises very much. The staff make regular checks on how well you are making progress. Those of you who need extra help are well supported so that you make good progress. The youngest children get off to a good start in the Nursery and Reception classes. You understand extremely well how to stay safe and are keen to keep yourselves fit and healthy.

We have asked that the teachers make even greater use of all the information that the school gathers about how well you are doing to make sure that all of you are set work that is the right level of challenge for you. We have also asked the school to work with your parents and carers to ensure that each of you comes to school every day and that you arrive on time for the start of the day so that you don't miss valuable learning.

Finally, I would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard

Lead inspector

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