

**STATUTORY  
INSPECTION OF  
ANGLICAN SCHOOLS**



Name & address of school: **St Clement & St James Church of England Primary School**  
Penzance Place, London, W11 4PG

Diocese of London

Date of inspection: 28<sup>th</sup> April 2008

Type of School: Voluntary Aided Primary

Name of Headteacher: Ms Adele Stirling

Local authority: Kensington and Chelsea

Date of last inspection: 25<sup>th</sup>-26<sup>th</sup> February 2004

School's unique reference number: 100495

SIAS Inspector: Angela Hopkins (N.S. 298)

**Context**

St Clement and St James C of E Primary School is an average size primary school. The pupils are from a number of different ethnic and faith backgrounds. There are a high proportion of children for whom English is not their first language. There has been a high turnover of staff and there are six new teachers this academic year. The head teacher has been in post for 13 years.

**The distinctiveness and effectiveness of St Clement and St James School as a Church of England school are good**

The distinctiveness and effectiveness of St Clement and St James Primary School as a church school is good. Within the strong Christian ethos pupils are happy and secure. They are valued as individuals and are able to form good relationships. The Collective Worship underpins the ethos and provides time for reflection and prayer. The teaching of RE is good and the pupils make good progress in all Key Stages. The management style of the leadership team contributes to the strong Christian ethos of the school. There are very strong links between the school and its parish.

**Established strength**

- Good relationships within the school community.
- The quality of leadership and management
- Very strong relationships with local churches
- The quality of the teaching and learning in RE
- The centrality of collective worship to the life of the school
- The emphasis on cooperation and inclusion

**Focus for development**

- RE scheme of work.

**The school through its distinctive Christian character is good at meeting the needs of all its learners.**

The Christian character and ethos are strength of the school and are reflected in its policies. The school environment, with its numerous displays and Christian symbols, also encourages reflection and spiritual development. Christian values are evident throughout the school, particularly in the quality of care given to all pupils. Relationships throughout the school are excellent. Both parents and children spoke of the school having a welcoming and friendly atmosphere where they felt both welcome and safe. The school has a strong commitment to ensuring that all pupils feel valued and supported and there has been an emphasis on cooperation through the use of the "tribes" system. This is a school-wide system which promotes mutual respect, participation and inclusion. There is a newly formed Inclusion Team and also an induction programme, both of which support the progress of all the learners. The school makes the raising of pupils' self esteem and independence a priority. The spiritual, moral, social and cultural development of all learners is also strongly supported by an innovative programme of visits and visitors. There are strong links between the church and school, particularly the sharing of learning experiences at St Clement's Community project.

**The impact of the collective worship in St Clement and St James school is good**

The links between church and school are very strong. The school has a tradition of a weekly school Eucharist. Both the Vicar and the Parish Assistant regularly lead Collective Worship. The school also welcomes other visitors to lead worship and has good links with a number of neighbouring parishes. Worship is consistently Christian and includes opportunities for reflection and prayer. Worship is central to the life of the school and its themes, use of music and art contribute to the development of the pupils' spiritual, moral and cultural understanding. A year 5 class led the worship observed; it was well presented and included some beautiful art work produced by the pupils. The pupils were attentive, keen to contribute and enthusiastically joined in the hymns and both a confession and the Lord's Prayer. It also provided an opportunity for parents and governors to attend the worship. The children spoke of their enjoyment, particularly for the opportunities to take part, and interest in the themes explored in the collective worship. There is a clear pattern to worship planned by the coordinator and the clergy and all staff attend. Past evaluations have been acted upon and a review of current practice is planned. Important events and major Christian festivals are celebrated in St James's church. Classes and groups also visit St Clement's church for study days and confirmation class activities. There are no withdrawals from any of the collective worship.

**The effectiveness of Religious Education is outstanding**

The RE coordinator has ensured that the subject is well planned, resourced, regularly timetabled and monitored. The scheme of work in use at present and its assessment procedures provide a supportive structure for both teaching and learning and teachers are able to access both ideas and resources. The school plans to carry out a review of the present scheme in the light of the opportunities for using "Godly Play" as part of the scheme. The development of common standards for teaching and learning - clear objectives, probing questions, presentation and vocabulary development - has had a very positive impact on the effectiveness of RE and has raised the children's attainment. The standards in RE are very good and the pupils make good progress from year to year. By year 6 the pupils are able to reflect on and use appropriate language to express awe and wonder. The quality of teaching observed was good and the activities were well planned and challenging. In the lessons observed there were opportunities for drama, reflection, cooperative working and creativity. The use of St Clement's community centre as a resource by the school has enhanced the teaching of RE. Classes have attended a number of workshops, for example the "Living Church Easter" workshop for years 2 and 3, "Christian Belief" and "World Matters" for years 5 and 6. There is a positive and consistent approach to behaviour management. As a result the pupils are attentive and their attitude to the subject is positive. They are able to speak confidently about their previous learning and to express their beliefs using appropriate religious vocabulary. The scheme has good coverage of the other major faiths and the school has taken advantage of a number of visits to local places of worship, both Christian and those of other faiths.

**The quality of the leadership and management of the school as a church school is good**

The leadership team has a very positive impact on the effectiveness of St Clement and St James's as Christian school. The clear Christian vision agreed by the leadership has been a major factor in the school's development as an effective church school. The relationships within the school community are very good and there is clear evidence of contact with parents and governors who contribute to the school's self-evaluation process. The governing body provides very effective support and is active in promoting the Christian ethos of the school and visits the school regularly. The links between the school and the parish and its clergy have been vital in maintaining the effectiveness of St Clement and St James's as a church school especially during a time of major staff changes. The head has been instrumental in ensuring that the new staff are aware of the distinctive nature of the school. In the past year the staff has also attended sessions with the Renaissance Trust to enable them to develop spiritually together, in reflection, discussion and sharing. This has impacted on their involvement in putting the Christian vision for the school into practice. The school has also received considerable support both from the Diocese and the area Primary School Advisor. Since the last inspection the governors and the leadership team have put into place a number of initiatives that have ensured that all the previous key issues have been addressed.

\* Voluntary Aided Schools only

NS 19.10.05