

Inspection of St Clement Danes C of E Primary School

118 Drury Lane, Covent Garden, London WC2B 5SU

Inspection dates: 12 and 13 November 2024

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Early years provision **Outstanding**

Previous inspection grade Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since November 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils receive an exceptional education at St Clement Danes. It is an inspiring school where pupils flourish in its welcoming and inclusive environment. Pupils are extremely proud of their school. Staff set the highest of expectations for behaviour and learning. This starts in the Reception Year, where children learn to focus on tasks, take turns and be kind and caring towards others. Pupils across the school are highly motivated and confident learners. They consistently embody the school's values by being respectful, trying their best and supporting each other. Behaviour is exemplary.

All pupils, including those with special educational needs and/or disabilities (SEND), achieve highly across the curriculum. Published outcomes from national curriculum tests show that pupils attain well above national averages.

Pupils feel safe and are kept safe because of the school's pastoral care offer and relentless focus on well-being. Pupils know that their worries will be taken seriously, and they trust staff to help them.

The school prepares pupils extremely well to become responsible citizens through their extensive programme of wider opportunities. Pupils benefit from many trips, visits, and opportunities to take on responsibilities in school, such as school council, school photographers and sports captains.

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

Much thought has gone into shaping an ambitious curriculum that meets pupils' learning needs and interests. It has been carefully constructed and is expertly taught so that pupils continually build on their prior learning. These strong foundations are established in the early years, where they make an excellent start. The curriculum in early years enables children to develop their independence and resilience. Adults have created a safe and stimulating environment in which children learn to work with others, take turns and share equipment.

Reading is at the heart of the school's work. Pupils talk enthusiastically about the stories they listen to, books they read and the reading events the school organises. Staff make careful checks to quickly identify any pupil who is falling behind the pace of the phonics programme. These pupils are supported to catch up and keep up. As a result of expert teaching, pupils become fluent and confident readers.

Consistent teaching approaches enable all pupils to access learning. Tasks and activities are adapted well for pupils with SEND, where appropriate, so that they progress well through the curriculum alongside their peers. Teachers skilfully check pupils' understanding and address misconceptions quickly and accurately. Pupils' work is of high quality, and they use complex vocabulary to explain their thinking. They talk about their learning with enthusiasm and easily make links between the knowledge they gain in different subjects. As a result, pupils secure a deep body of knowledge across a range of subjects. Effective staff training develops staff's expertise and helps them to refine their

practice, while ensuring that their workload is manageable. Staff value the support and training that the school provides.

The school organises an impressive range of wider opportunities for pupils' personal development. These are well considered and coherently planned to enrich the curriculum. Pupils, including disadvantaged pupils and pupils with SEND, benefit greatly from these. They spoke enthusiastically and articulately about being members of the choir, visiting local theatres and learning about safety. Pupils learn about diversity among people and families. They know what makes a healthy relationship and they understand the importance of using the school values, and fundamental British values, in their daily lives. The school empowers pupils with leadership opportunities. Pupils contribute to the life of the school and local community in many ways. For example, roles such as campaign monitors, house captains, fire safety monitors and environmental monitors offer meaningful opportunities to debate and discuss important issues.

There is a positive and respectful culture in this school. The environment is calm and orderly. Staff have high expectations and have embedded clear routines. These are well understood by pupils and consistently implemented by teachers. These expectations are also realised in the playground, where pupils play happily and safely with each other.

Governors, leaders, and staff work harmoniously to consistently uphold the school's vision and values. Governors use their expertise to provide the school with appropriate support and challenge. They are committed to pupils' success, and they check rigorously on the school's work to achieve this ambition. Because of the school's cohesive approach, pupils are well prepared for the next stage in education and their futures as citizens in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

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 information from Ofsted Parent View 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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used

for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101127
Local authority	Westminster
Inspection number	10345715
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair of governing body	Daniel Bentham
Headteacher	Patricia Coxhead
Website	www.st-clementdanesh.westminster.sch.uk
Date of previous inspection	5 March 2020, under section 8 of the Education Act 2005

Information about this school

- The school has a Church of England religious character and is part of the Diocese of London. The school had its last section 48 inspection in July 2023.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, senior leaders, teachers, and pupils. The lead inspector met with members of the board of governors, including the chair of governors.
- Inspectors carried out deep dives in these subjects: early reading, history, and mathematics. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. The lead inspector listened to some pupils read to staff.
- Inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors took account of a range of other information, including the school's improvement plans, policies and minutes of governing body meetings.
- Inspectors took account of the views of pupils, parents and staff through discussions and their responses to Ofsted's surveys.

Inspection team

Sabrina Edwards, lead inspector	His Majesty's Inspector
David Hatchett	Ofsted Inspector
Simon Conway	His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding, and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024