

St Jude's Church of England Junior School

Inspection report

Unique reference number	125173
Local authority	Surrey
Inspection number	395323
Inspection dates	21–22 June 2012
Lead inspector	Julie Sackett

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

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	348
Appropriate authority	The governing body
Chair	David Dodwell-Bennett
Headteacher	Vicki Chiverton
Date of previous school inspection	12 March 2007
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Age group	7–11
Inspection date(s)	21–22 June 2012
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Introduction

Inspection team

Julie Sackett

Additional inspector

Jennifer Cutler

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John Collins

Additional inspector

This inspection was carried out with two days' notice. The team observed teaching and learning in 24 lessons and part lessons taught by 13 teachers. Discussions were held with senior staff, teachers, members of the governing body and pupils. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at documentation including the school's improvement plan, safeguarding arrangements, policies and records of pupils' progress and attainment. The inspection team analysed 124 questionnaires from parents and carers, as well as questionnaires from pupils.

Information about the school

St Jude's is a larger than average junior school. The proportion of pupils who are from minority ethnic backgrounds is below average, as is the proportion of pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils supported by school action plus or with a statement of special educational needs is below average. Awards achieved by the school include Healthy Schools status and Activemark. There is a privately run after-school club on site which was not included in this inspection. The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- St Jude's is a good school where good teaching enables pupils to achieve well. The headteacher has successfully introduced a number of improvements since her appointment, including the development of a more exciting, creative and engaging curriculum. St Jude's is not yet outstanding because some satisfactory teaching remains, particularly in the teaching of mathematics, so that, at times, pupils make slightly slower progress.
- Pupils' achievement is good. Pupils make good progress from their starting points and attainment at the end of Year 6 is above average. Attainment in reading and writing is slightly higher than in mathematics. Attainment continues to improve and inspection evidence indicates that pupils currently in Year 6 are attaining at higher levels than in recent years.
- Most teaching is good and continuing to improve. Generally, teachers' subject knowledge is secure so that lessons are well paced. However, sometimes chances are missed to create opportunities for pupils to apply basic skills, particularly mathematical skills, in different subjects. Slight variations in the quality of teaching mean that occasionally, planned activities are not accurately matched to all pupils' needs and do not fully engage pupils.
- Pupils are extremely polite, feel safe and have good attitudes to learning. They enjoy talking to visitors, are respectful and behave well.
- The management of the school's performance, including the performance management of staff and the leadership of teaching, are good. The headteacher, very ably supported by senior leaders, provides strong leadership and has accurately identified the main issues which need to be tackled to improve the school further. Middle leaders are increasingly involved in the school's development and help teaching to continually improve. While professional development is effective, opportunities are sometimes missed for teachers to learn from existing good and outstanding teaching in the school.

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What does the school need to do to improve further?

- Lift teaching from good to outstanding so that pupils' progress is maximised to the full by:
 - ensuring that teachers consistently use questioning and other assessment information to match learning accurately to differing pupils' needs and engage pupils
 - increasing opportunities for pupils to apply their basic skills, particularly mathematical skills, in different subjects
 - providing more opportunities for teachers to learn from existing good and outstanding practice in the school.

Main report

Achievement of pupils

Pupils' skills and knowledge when they join the school vary from year to year but are generally at an average level. Inspection evidence, including observations of pupils' learning in lessons, school information about pupils' performance and pupils' work, indicates that pupils typically make at least good progress from their starting points as they move through the school.

Current performance data and pupils' work indicate that attainment is above average overall in reading, writing and mathematics, although mathematics is not quite at the same level as reading and writing. Any dips in attainment are rigorously addressed by the school. There is a strong focus on the development of reading skills, including regular opportunities for pupils to develop their understanding of how letters and sounds are linked (phonics). Professional development has been successfully used to increase teachers' confidence in the teaching of phonics. Pupils read regularly in school and at home, and events such as 'Roald Dahl Week' make a very positive contribution to pupils' enjoyment of reading. Attainment in reading at the end of Year 6 is above average. Pupils make good progress in the development of their basic numeracy and literacy skills. For example, a highly motivating and challenging approach to the teaching of number operations in Year 5 ensured that these pupils made excellent progress in their understanding of how to apply mathematical skills during a problem-solving activity.

Planned learning builds well on pupils' previous knowledge and understanding. An example of this was observed during the inspection. Year 3 pupils made excellent progress in the use of language to create tension and suspense in their writing. This was because the teacher's assessment of pupils' prior understanding had been used to modify the content of the lesson. However, there are some occasions when work pupils are expected to complete is not accurately matched to their abilities and teaching is aimed largely at middle-ability learners. On these occasions, progress slows, particularly for more-able pupils.

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Different groups of pupils make good progress across the school. For example, disabled pupils and those with special educational needs make at least good progress, while those pupils who speak English as an additional language make particularly good progress, because the support provided by adults, including teaching assistants, is very effective and this enables pupils to do well.

Almost all parents and carers express satisfaction with the progress their children are making and praise the commitment of the staff. One parent wrote: 'My child has made such good progress and the school communicates with me very well.' Inspection evidence confirms parents' and carers' positive views regarding achievement.

Quality of teaching

Inspection evidence, including the school's own monitoring of teaching over time, indicates that lessons are typically good and sometimes outstanding. This positive picture of teaching in the school is confirmed by the views of pupils and parents and carers, almost all of whom consider teaching to be of good quality. Teaching is enthusiastic and lessons are stimulating, so that pupils enjoy learning and are engaged well. Teachers' and teaching assistants' subject knowledge is generally secure and expectations of what pupils can achieve are high. For instance, well-focused questioning in a Year 3 science lesson meant that pupils were supported very effectively to reinforce and develop their understanding of light and shadows. However, occasionally, questioning lacks sufficient depth to enable teachers to evaluate pupils' understanding fully. At such times, pupils' progress is not maximised. Interactive whiteboards are used particularly well to illustrate and enliven lessons, and to actively involve pupils in their learning. For example, skilful use of the interactive whiteboard, combined with the practical dissection of flowers by Year 5 pupils, contributed to the outstanding progress made in their knowledge and understanding of different parts of a flower and their purpose.

Opportunities for professional development have led to improvements in the quality of teaching, including the teaching of reading. For example, a recent focus on the use of guided reading has contributed well to pupils' evident enthusiasm for reading. Those pupils who need some extra help with their learning, including disabled pupils and those with special educational needs, are regularly given focused teaching both within and outside classrooms. These pupils are very willing learners because relationships are strong and activities are interesting. For example, a group of pupils receiving extra help with their spelling and written work made excellent progress when they were given opportunities to discuss their ideas about why one piece of descriptive writing was better than another.

The strong Christian ethos in the school underpins pupils' confidence and their mature attitudes to learning. Carefully considered opportunities for pupils to learn about a range of different beliefs and backgrounds, and to reflect upon moral questions, progressively build as pupils move through the school. This means that, by the time pupils leave Year 6, they are able to be thoughtful and reflective,

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demonstrating strong respect for the views and beliefs of others. For example, during the inspection, a group of Year 6 pupils discussed life choices with great maturity and listened intently to a recorded speech made by Martin Luther King.

Behaviour and safety of pupils

Pupils are exceptionally well-mannered, welcoming and polite. They relish the opportunity to talk to visitors about their school. Behaviour observed during the inspection was good and confirms the view of the vast majority of parents and carers and most pupils. Discussions with pupils and school records of behaviour indicate that this is typical of behaviour over time. One pupil commented: 'It's such a friendly school – you can make friends whoever you are.'

Pupils' good behaviour makes a strong contribution to their learning. A few parents and carers expressed concern about the quality of behaviour in some lessons. A few pupils also told inspectors that, occasionally, there are a small number of pupils who find it difficult to behave well. However, pupils clearly stated that the school responded very quickly to any such incidents of misbehaviour. One pupil said: 'A few pupils don't behave well but school deals with them very well so that they can be better people.' Pupils have a sensible understanding of different types of bullying, including racist behaviour and cyber-bullying. Pupils know what to do if they have a concern and are confident that adults will listen and provide help if needed. There is a strong emphasis in the school on supporting pupils' personal and emotional well-being. Initiatives such as the 'reflection club' during lunchtimes and individual 'think books' successfully support pupils' willingness to express thoughts and concerns so that they feel valued and secure. Parents and carers are unanimous in their view that their children feel safe in school and most pupils confirm this view. Pupils' enjoyment of school is reflected in their attendance rates, which are consistently above average.

Leadership and management

The headteacher has a clear and accurate view of the school's strengths and knows what needs to be done to drive further improvement. She provides a strong steer to the school, very ably supported by senior leaders, and has successfully shared her vision with all staff. Staff morale is high and there is a strong sense of teamwork across all who work at the school. The role of the governing body has developed well so that they are increasingly proactive and provide a good balance of challenge and support. A number of improvements have been secured since the headteacher's appointment. An overhaul of the curriculum means that learning is more relevant and meaningful, with increased opportunities for pupils to apply their learning in different subjects. As a result, pupils are playing a more active role in lessons and are achieving well. However, the school is aware that there is more to be done to ensure that pupils have more opportunities to apply their basic skills, particularly mathematical, in other subjects. The curriculum is enriched very well with a broad range of clubs which are enjoyed by many of the pupils. A rigorous focus on improving the quality of teaching, including the effective monitoring of lessons and regular opportunities for professional development, means that teachers know what

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they need to do to ensure that teaching is at least good. As a result, the proportion of good and outstanding teaching has increased, although the school recognises that some slight inconsistencies in the quality of teaching remain. Middle leaders' roles have been developed so that they play an active part in school improvement, including the rigorous monitoring of pupils' progress to identify pupils' needs. As a result, pupils' progress is accelerating and achievement is rising. Professional development opportunities for staff are good but opportunities are sometimes missed for teachers to learn from the good and outstanding practice of colleagues in school. Arrangements for safeguarding are effective and procedures for ensuring pupils' safety are thorough. There is a strong commitment, from leaders, staff and governors, to equality of opportunity for all pupils and effective steps are in place to tackle any discrimination should it occur. The strong ethos of the school is particularly evident during assemblies, for instance when pupils celebrate their successes, and adds to the strong provision that is made for pupils' spiritual, moral, social and cultural development across the school.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



23 June 2012

Dear Pupils

Inspection of St Jude's Church of England Junior School, Egham TW20 0RU

I am writing to thank you all for the warm welcome you gave us when we inspected your school recently. We were impressed by your good behaviour and the respectful way you listen to each other, as well as to adults. St Jude's is a good school and we agree with you when you say that you make good progress in your learning because teaching is good. You enjoy school because teachers make sure that activities are fun. Adults look after you very well so that you are safe. Your headteacher and staff manage the school well and know what they need to do to make the school even better.

Although it is a good school, the headteacher and other staff want to make sure it gets even better. We have asked them to do the following things.

- Help you to make even better progress by making sure that the work you are asked to do is never too hard or too easy.
- Help teachers to improve the way they teach lessons by giving them opportunities to watch each other teach.
- Make sure all teachers provide you with more opportunities to use the skills you have learned, particularly in mathematics, in other subjects.

All of you can help by continuing to work hard and to do your very best.

Yours sincerely

Julie Sackett
Lead inspector

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