

# St Lawrence CE (Aided) Junior School

Church Road, East Molesey, Surrey, KT8 9DR

**Inspection dates** 28–29 November 2013

|                                |                      |              |          |
|--------------------------------|----------------------|--------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Satisfactory | 3        |
|                                | This inspection:     | <b>Good</b>  | <b>2</b> |
| Achievement of pupils          |                      | Good         | 2        |
| Quality of teaching            |                      | Good         | 2        |
| Behaviour and safety of pupils |                      | Good         | 2        |
| Leadership and management      |                      | Good         | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- Since the last inspection leaders have been very effective in increasing the rate of progress of all groups of pupils in English and mathematics.
- When pupils leave the school their attainment in English and mathematics is above average.
- Teaching is consistently good. Lessons are interesting and motivate pupils, questioning is good and there are plenty of opportunities for pupils to learn from each other.
- Governors know the school well and provide good challenge and support to the leadership team.
- Pupils leave the school as articulate young people who enjoy learning and are well prepared for the next stage in their education. They have a strong sense of right and wrong, respect each other and make a significant contribution to the harmonious community in the school.
- Teachers are very supportive of the school's leadership and respond positively to the high expectations made of them for their teaching and pupils' progress. They value the training opportunities they receive to enable them to become even better teachers.

### It is not yet an outstanding school because

- Progress in mathematics lessons is not as fast as in English for some groups of pupils because work is not always matched precisely enough to their knowledge and skills.
- Middle leaders do not have the experience and skills to contribute significantly to developments in teaching.

## Information about this inspection

- Inspectors observed 20 lessons, of which eight were joint observations with the members of the school's senior leadership team. In addition, inspectors made a number of other short visits to lessons. They also looked at pupils' books and observed other aspects of the school's work.
- Meetings were held with governors, including the Chair of the Governing Body, and teachers. Pupils took inspectors on a tour of the school. The inspectors also listened to pupils reading and spoke to them about their reading habits. A telephone conversation was held with a representative of the local authority.
- Inspectors took account of the 95 responses to the online questionnaire (Parent View) and a letter received from a parent, and spoke to parents and carers at the school gate. Inspectors reviewed 24 questionnaire responses from staff.
- A number of documents were looked at, including the school's own information relating to pupils' achievement, the school's self-evaluation summary and development plan, planning documentation, records relating to behaviour, attendance and checks on teaching, policy documents and documents relating to safeguarding. The inspectors also looked at the school's website.

## Inspection team

|                              |                      |
|------------------------------|----------------------|
| Martin Marsh, Lead inspector | Additional Inspector |
| Kanwaljit Singh              | Additional Inspector |
| Ramesh Kapadia               | Additional Inspector |

## Full report

### Information about this school

- This is a larger-than-average-sized primary school.
- One in ten pupils are known to be eligible for the pupil premium (additional government funding which supports pupils known to be eligible for free school meals, looked-after children or children of service families). In this school, all the eligible pupils are those entitled to free school meals.
- One tenth of pupils are disabled or have special educational needs and are supported by school action. This proportion is average. One in 20 of the school's pupils are supported at school action plus or have a statement of special educational needs, which is below average. One in nine pupils belong to ethnic groups other than White British but only a small number of pupils speak English as an additional language.
- In 2013, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
  - developing the skills of middle leaders so they are contributing even more to improvements in teaching
  - making sure that pupils are given more opportunity to respond to comments made in their books as to how they can improve their work.
- Increase the progress of pupils in mathematics so that it is as fast as that in English by:
  - setting work in lessons that more precisely builds on pupils' knowledge and skills so that all groups can make rapid progress, particularly middle-ability pupils
  - providing more targeted additional support to enable a greater proportion of pupils to reach challenging targets.

## Inspection judgements

### The achievement of pupils is good

- In 2013, Year 6 pupils left the school with above-average attainment in English and mathematics. Progress information seen during the inspection showed that they made much faster progress in Years 5 and 6, enabling them to catch up from a slow start to their time in school.
- Pupils enter the school with above-average levels of attainment. Current progress of all groups of pupils in the school has accelerated in the last few years and is now at least good; in some subjects and year groups it is even better than this.
- Most pupils can already read fluently when they come to the school but their interest is well nurtured through the many reading opportunities they are given in a wide range of subjects and genres. The school's annual Book Week, which happened during the inspection, is one example of how the school does this. Consequently, pupils develop a real love of reading and make excellent progress. This interest in books transfers to their writing. Pupils are keen to write, and because they are given clear targets, they make good and often rapid progress.
- The highest-ability pupils are routinely challenged with difficult work, especially in English and in higher-ability mathematics groups in all years. As a result, pupils often make rapid progress. In Year 6, pupils are confident in using a protractor to construct a pie chart having first worked out the percentage for each of the categories of their data. In some mathematics groups, more able pupils not in the top set, are not always challenged sufficiently because tasks are sometimes too easy, and this slows down their progress.
- Disabled pupils and those who have special educational needs receive good support in class and in small groups out of class, enabling them to make similar progress to other pupils. The range of extra support is greater for reading and writing than it is for mathematics and so pupils often make faster progress in these areas. Pupils from different ethnic minority groups and pupils for whom English is an additional language make similar progress to other pupils.
- The small proportion of pupils eligible for free school meals were six months behind other pupils in the school in reading, eight months behind in writing and 20 months behind in mathematics in the 2013 end-of-key-stage statutory assessments. This is explained by their lower starting points and slow progress when they started in the school. The progress made during the last two years was good and similar to that of other pupils. The gap is narrowing quickly in other year groups because of the high-quality one-to-one and small-group work that the funding provides. This shows the school is successful in providing equality of opportunity for learning.

### The quality of teaching is good

- All lessons are typified by excellent relationships between adults and children and among the children themselves. Pupils concentrate well and respond thoughtfully to the teacher and each other.
- Teachers plan imaginative lessons which interest and motivate the pupils. Most lessons get off to a brisk start and pupils are quickly involved in a task so they do not have to listen for too long. Teachers use questioning well and often allow pupils to work in pairs to discuss the answer; because the pupils are so articulate, this really helps pupils to learn from each other. In a Year 5 science lesson, pupils were enthralled in a discussion about whether a range of different objects when heated and cooled could be returned to their original state through a reverse process.
- In most lessons pupils make at least good or better progress because tasks they are set are very well matched to their needs and abilities, although in some mathematics lessons this is not always the case and progress slows for some groups.
- Support staff are well managed and work hard in lessons ensuring the groups and individuals they are working with can access the lesson, take an active part and make good progress as a result. They also provide good support for targeted groups and individuals requiring additional

help outside of lessons because they have fallen behind or who need to be stretched more. This support is better for pupils falling behind in reading and writing than it is in mathematics and so progress in English is faster.

- Pupils generally know their targets and what they have to do to achieve them. Pupils in a Year 4 writing lesson could tell the inspector what they were trying to improve and provide evidence for this within their work. Their writing was improving well as a result. Marking is thorough and many teachers are giving helpful guidance to pupils. However, sometimes the comments are not precise enough and the pupils do not always have enough opportunities to respond to them and so they do not have as much impact on their learning as they might.

### **The behaviour and safety of pupils** are good

- Pupils' behaviour in lessons is never less than good and their behaviour around the school is exemplary. They are polite and well mannered and told inspectors that they feel happy and safe in school. They are proud of their school and enjoyed telling the inspectors about their work and the things that they do.
- The school shows a high level of care towards the pupils and they repay this by showing respect to adults and caring for each other. There is very little bullying and when it does occur the pupils know what to do and are confident that it will be dealt with properly. Pupils understand the different types of bullying, including cyber and mobile phone bullying, and are aware of how to stay safe on the internet.
- The vast majority of parents and carers who responded to Parent View or who were spoken to at the school gate feel that their children are happy and safe and well behaved and looked after. A letter from a parent and a small proportion of parents and carers who responded on Parent View expressed concerns about bullying and how the school managed it, but inspection evidence found that the few incidents that did happen were dealt with in an appropriate and timely manner.
- Pupils have a well-developed understanding of right and wrong and respect other people's different faiths, religions and cultures. As a result, the school is a harmonious community that is very successful in tackling discrimination and fostering good relationships.
- There are good opportunities for pupils to take on responsibilities, which they do willingly. The school council is proactive in suggesting events to support various charities, eco-warriors promote 'green' issues and pupils know about the importance of exercise to stay healthy and so are fully involved in sports. The school is using extra government funding for school sport to expose pupils to a wider range of activities, to buy new equipment and to provide training for staff to enable them to teach physical education more effectively.
- In a few lessons, when teaching is not as strong, pupils lose interest and concentration sometimes wavers and so behaviour is not outstanding.
- Attendance is above average and rising, and children typically come to school on time.

### **The leadership and management** are good

- Since the last inspection, the passion and relentless drive of the headteacher and his deputy have been very successful in driving up the quality of teaching and increasing the rate of progress of pupils. They have done this through putting in place regular and robust processes to check on the progress of pupils, identify areas that need to be improved in teaching, and holding teachers much more to account for how well all groups of pupils are doing.
- Teachers are very positive about the changes that have come about and are very supportive of the school's leadership. They value the training opportunities they are given and have a shared desire to improve their practice.
- The school's excellent promotion of pupils' social, moral, spiritual and cultural development through its well-planned curriculum contributes significantly to pupils' good behaviour and the

strong Christian ethos which permeates all aspects of its work.

- A small proportion of the parents and carers who responded on Parent View expressed concerns about leadership and management and other aspects of the school. However, the inspection team found that leaders and managers have made good improvements since the last inspection, know the school very well and have excellent plans in place to make the school even better.
- Although middle leaders are good teachers and are very well respected by their teams, they do not have the experience or skills to make significant contributions to improving the quality of teaching. This, together with the fact that achievement and teaching are not outstanding, is why leadership and management are not outstanding.
- Three days before the inspection the local authority reviewed the school's work, and their findings were very similar to those of the inspection team. This shows they know the school well and provide an appropriate level of support for this good school.
- **The governance of the school:**
  - Since the last inspection the governors have taken a much more active role in challenging the school because they now understand the school's performance data and know how it compares to that of other schools. They know what the quality of teaching is and understand what needs to be done to improve. Every governor is linked to a subject area and they value the opportunity to meet with subject leaders. Training needs are identified and good use is made of the diocesan governor services. Governors understand the impact of the funding for pupils eligible for pupil premium and know that the gap is now closing because they get regular reports on this group from senior leaders. Finances are managed effectively and governors are aware of how the extra sports funding is being used. The governors have been involved in formulating appraisal plans and understand the close link between teachers' pay and performance and the progress pupils make. The governors give good support to the school in meeting safeguarding responsibilities, including those in relation to recruitment. The school's systems for safeguarding meet statutory requirements.

## What inspection judgements mean

| School  |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade   | Judgement            | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.                                                                                                                                                                                                                                                                                                                                                                 |
| Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

## School details

|                                |        |
|--------------------------------|--------|
| <b>Unique reference number</b> | 125179 |
| <b>Local authority</b>         | Surrey |
| <b>Inspection number</b>       | 426514 |

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

|                                            |                                       |
|--------------------------------------------|---------------------------------------|
| <b>Type of school</b>                      | Junior                                |
| <b>School category</b>                     | Voluntary aided                       |
| <b>Age range of pupils</b>                 | 7–11                                  |
| <b>Gender of pupils</b>                    | Mixed                                 |
| <b>Number of pupils on the school roll</b> | 339                                   |
| <b>Appropriate authority</b>               | The governing body                    |
| <b>Chair</b>                               | George Cameron                        |
| <b>Headteacher</b>                         | Damian Tucker                         |
| <b>Date of previous school inspection</b>  | 15–16 September 2011                  |
| <b>Telephone number</b>                    | 020 8941 0846                         |
| <b>Fax number</b>                          | 020 8941 7651                         |
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