

Inspection of a good school: St John the Baptist Church of England Junior School

Lower Teddington Road, Hampton Wick, Kingston upon Thames, Surrey KT1 4HQ

Inspection dates:

22 and 23 May 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

This school provides a strong and enriched education. Pupils thrive because the school has high academic ambitions for all pupils, including those with special educational needs and/or disabilities (SEND). The school's vision, 'life in all its fullness', is deeply embedded in the life of the school. Pupils enjoy their learning and develop curiosity about the world around them.

The school values, 'creativity, growth, integrity, kindness and joy,' underpin both the curriculum and pupils' wider development. The school provides a wide range of enrichment opportunities to ensure pupils gain valuable life experiences. Pupils take part in trips, workshops, charity events and numerous clubs. They also take an active role in the children's council and other leadership positions. These experiences build pupils' confidence and develop their interests and talents.

Staff have consistently high expectations of pupils' behaviour. Pupils listen attentively, are highly motivated to learn in class and show respect to adults and each other. Pupils become resilient learners as the school encourages them to see challenges and setbacks as opportunities for improvement.

Pupils are happy and safe at the school. Their attendance is high, and the school fosters a keen sense of community by working closely with families. Parents and carers highly commend the school's nurturing approach.

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

Pupils follow an ambitious curriculum. Teachers use purposeful activities to consolidate and deepen learning. Knowledge that pupils need to learn is identified carefully and delivered coherently so pupils repeat, practise and build strong understanding. For

example, in mathematics pupils return to the topic of fractions each year, building in complexity from working with concrete materials to finding the common denominator and manipulating fractions. Pupils develop a secure body of knowledge and skills in different subjects. This includes pupils with SEND, who excel at this school as staff build these pupils' independence and recognise both their individual needs and strengths.

Teachers have strong subject knowledge. They make learning memorable and encourage a love of learning. For example, in history pupils handle artefacts at local museums, visit Richmond Palace and take part in a Greek workshop that explores myths and heroes. Pupils speak of these events with great enthusiasm as they bring their learning to life. In class, teachers check pupils have understood important concepts before moving on to new content.

Reading is prioritised in the school and leaders understand its importance in ensuring access to the full curriculum. High-quality books are chosen and teachers ensure vocabulary and key terminology are learned and applied in all subjects. Those who require additional support are provided with help and programmes delivered by well-trained staff. All pupils are given a regular diet of reading, library trips and other reading opportunities, including 'reading picnics' with their parents. As a result, pupils are developing a love of reading and read fluently.

Pupils are provided with exceptional personal development provision. A wide variety of enrichment activities are available, including the choir, aero-boxing, 'little architects', cricket and drama. Leaders are proactive in removing barriers and ensuring all can attend trips and clubs, so there is a very high participation. Responsibility and kindness are highly promoted, with leadership positions such as eco-warriors and assembly ambassadors, support for the local food bank and charity drives. Assemblies provide valuable reflection time and motivate pupils to consider how to support the community. Pupils are prepared well for life in modern Britain. They are taught how to stay healthy and how to keep themselves safe, including online.

Pupils take on the role of play leaders for the local infant school and older pupils become buddies for the new Year 3 pupils, ensuring a smooth transition. Music opportunities are also coordinated across the schools. For example, part of the school orchestra performed at the infant school's music week. Pupils leave the school well equipped to embrace the challenges of secondary school. Pupils' positive attitudes mean that everyone can learn without disruption. The school is unwavering in making sure pupils' attendance is high. Parents are overwhelmingly positive about the school. One comment, typical of many, was, 'Every child is celebrated, encouraged and able to be themselves.'

Leaders and governors are determined that all pupils flourish and explore their aspirations. They are resourceful and reflective in moving the school forward. Staff are immensely proud to work at the school and feel well cared for. Leaders' strong emphasis on staff development supports the school's culture of high ambition.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in December 2014.

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 special educational needs and/or disabilities (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	102911
Local authority	Richmond Upon Thames
Inspection number	10323344
Type of school	Junior
School category	Voluntary aided
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	219
Appropriate authority	The governing body
Chair of governing body	Sophie Thurgood
Headteacher	Joshua Chamberlin
Website	https://www.stjohnshamptonwick.school
Date of previous inspection	6 December 2018, under section 8 of the Education Act 2005

Information about this school

- The school runs its own breakfast club and after-school club.
- The school uses one registered alternative provision.
- St John the Baptist Church of England Junior School is within the Diocese of London. The most recent section 48 inspection took place in March 2022.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector met with senior leaders, some teachers and support staff, governors and a representative from the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their

learning and looked at samples of pupils' work. Other subjects were also considered as part of this inspection.

- The inspector scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector took account of the views of pupils, parents and staff, as gathered through discussions and Ofsted's surveys.
- The inspector checked the school's policies and records, including those related to behaviour and pupils' wider development.
- The inspector held meetings with staff and spoke with pupils during social times. She observed pupils' behaviour across the school, including as pupils arrived and left school.

Inspection team

Sarah Saunders, lead inspector

His Majesty's Inspector

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