

# St Lawrence CofE Aided Junior School, East Molesey

## Inspection report

---

<b>Unique Reference Number</b>	125179
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	315180
<b>Inspection dates</b>	25–26 September 2008
<b>Reporting inspector</b>	John Laver

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 on roll</b>	
School (total)	305
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Terry Price
<b>Headteacher</b>	Mrs Jennifer Jupp
<b>Date of previous school inspection</b>	28 February 2005
<b>School address</b>	Church Road East Molesey KT8 9DR
<b>Telephone number</b>	020 8941 0846
<b>Fax number</b>	020 8941 7651

---

<b>Age group</b>	7–11
<b>Inspection dates</b>	25–26 September 2008
<b>Inspection number</b>	315180

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is larger than average. The proportions of pupils entitled to free school meals, from minority ethnic groups or who speak English as an additional language are all below average. The proportion of pupils with learning difficulties and/or disabilities is also below average. Most of these pupils have moderate learning needs, or speech and language problems. The school is part of a large local school confederation.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

'The school fosters children's self-esteem and values their individual achievements whatever they may be.' This parent's comment is typical of many in its appreciation of the inclusive nature of the school and its successful promotion of both academic and personal achievement. St Lawrence Junior provides a good standard of education, one that has improved considerably since the previous inspection. This is most evident in its record of improving the achievement of all pupils, whatever their level of ability or learning needs.

Pupils join the school with standards just above the national average. By the time they leave school at the age of eleven, standards are securely above average. Since the previous inspection, leaders have imaginatively addressed two areas of relative underachievement. One is boys' writing. Boys are now much more motivated to write to their potential, because the school has successfully experimented with strategies such as the use of a wide range of media to stimulate interest and application. The school has also addressed another long-standing issue, the underachievement of girls in mathematics, by changes in the nature of teaching groups and a more focused use of targets. The unvalidated test results for 2008 show a distinct improvement on previous years, particularly in the proportion of both boys and girls who achieve above the expected level. Consequently, there is now good overall achievement in all the core subjects of English, mathematics and science, and in information and communication technology (ICT).

Most pupils bring a very positive attitude to their learning, and this contributes to good achievement. Pupils take pride in their work and enjoy participating in lessons. Teaching is good, although very occasionally teachers miss opportunities to make better use of pupils' enthusiasm, by not giving them clear learning objectives or not challenging them sufficiently. However, the work is usually appropriate to pupils' needs and a strong, productive work ethos is a feature of many lessons. Pupils' enthusiasm is also evident in other areas. There is a high take-up of the many clubs and activities, and school attendance is above average. Pupils enjoy taking responsibility, for example in helping younger pupils. Older pupils are excellent role models.

The school provides a much-appreciated level of guidance and support, particularly for pupils with a range of learning difficulties. Parents are very complimentary about this support. The school has more recently developed strong academic tracking and support systems, although teachers do not yet use individual targets for pupils consistently to support classroom learning. Nor do teachers give enough information in their marking to help pupils improve their work.

The school's leaders have worked successfully to remedy the weaknesses identified in the previous inspection, notably by improving both assessment and provision in ICT, in addition to raising achievement. This record of success, combined with the enthusiasm and commitment of subject leaders and a united staff, gives the school a good capacity to improve further. A small minority of parents have concerns about lapses in behaviour, the consistency of teaching and the degree to which the school takes account of parents and pupils' views. However, inspectors agree with the great majority that the school has been successful in raising and sustaining improvement.

### What the school should do to improve further

- Make better use of assessment and individual targets for pupils in the classroom in order to maintain a more consistent level of challenge.

- Give pupils a clearer understanding of how well they have done and how they can improve their work further by more informative and constructive marking.

## **Achievement and standards**

### **Grade: 2**

Standards are above average and pupils achieve well. All groups of pupils, including those with a range of learning difficulties and the most able pupils, share in this good achievement, which is an improvement on the previous inspection. The 2007 national test results showed above average standards in English and science, but close to average standards in mathematics, due mainly to underachievement by girls. Initiatives since 2007 have successfully improved performance in mathematics and in boys' writing. Most pupils are now meeting or exceeding appropriately challenging targets. Particularly pleasing are the high standards of speaking and listening and the improved quality of writing. Although pupils attain fewer of the higher grades in mathematics compared to English and science, they are now performing well in mathematics as well as in other subjects. Many pupils show impressive gains in knowledge and understanding, mainly because underperformance is quickly recognised, and then followed by the provision of extra support such as booster groups. This ensures good achievement.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Relationships are a particular strength, allowing pupils to work well collaboratively. Behaviour is very good around the school and generally good in lessons, apart from an occasional lack of concentration, which reduces the quality of learning. Assemblies, which are often well attended by parents, are very successful in raising pupils' awareness of moral and spiritual issues, and contribute to pupils' strong sense of community. Older pupils have a good understanding not just of their place in the local community, but also appreciate the work done by the school in developing links with communities in India and Uganda. Pupils enjoy lessons and the many after-school activities, including a wide range of visits, including residential visits. They understand what constitutes a healthy lifestyle, although not always the reasons why. Pupils welcome opportunities to develop responsibility in the school council and take part in several activities provided by the church and local university. The school successfully develops pupils' self-confidence and this, plus a good standard of speaking and other skills, prepares them well for the next phase of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Most of the time, teachers build well on pupils' desire to learn, and they encourage high standards of behaviour and pride in the presentation of work. In the best lessons, pupils are confident and enthusiastic about participating. When teachers utilise this enthusiasm well through good questioning, well-paced activities and the use of imaginative resources to stimulate the pupils' imagination, as observed in a lesson with the youngest pupils on writing interesting story settings, they make rapid progress. Usually there is a good work ethos, which encourages pupils to work productively. Changes in how pupils are grouped and better resources have raised overall standards in writing and numeracy. However, teaching

occasionally is only satisfactory, usually when learning objectives are insufficiently clear or tasks are not closely matched to the needs of all pupils.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good range of opportunities to enrich pupils' learning, increase their enjoyment and ensure good progress. There is a wide choice of after-school sporting and other activities, and these have a very good take-up. French and physical education have a high profile, and teachers and pupils use ICT much more regularly and effectively than at the time of the previous inspection. All pupils benefit from an appropriate level of support to help them achieve well. For example, there is very good provision for pupils with learning difficulties, and some gifted and talented pupils get appropriate opportunities for more challenge, for example with mathematics provision at the local university. There is a strong programme for personal, social and health education. The school has plans to develop more creativity within the curriculum by making more links between subjects.

## **Care, guidance and support**

### **Grade: 2**

The school is particularly successful in ensuring that pupils feel safe in school and can confidently approach adults to resolve any problems. Many parents confirm the high standard of personal care and support. The school also has secure arrangements for child protection and other safety procedures in place. There has been considerable progress in developing a thorough and manageable assessment system that tracks pupils' progress and has begun to involve pupils in setting and reviewing their targets for improvement. However, not all pupils are confident in using this process. In addition, there are inconsistencies in marking, so that although overall standards and achievement have improved, some pupils do not benefit from good advice on exactly how well they are doing and how they can improve.

## **Leadership and management**

### **Grade: 2**

The school's senior leadership team, increasingly held to account by knowledgeable and supportive governors, is committed to continued improvement. The present leadership has succeeded to date because strategic planning is realistic, focused appropriately and reflects accurate evaluation of the school's strengths and areas for development. Crucially, subject leaders share in the determination and commitment to refine the strategies that have raised standards and achievement in recent years. The school has also improved monitoring procedures, although the results have not yet been fully fed through into improvements in all areas. Consequently, for example, there are still inconsistencies in the way assessment is used to improve learning. The school makes outstanding use of opportunities to develop inter-school links through the confederation, which has led to good transition procedures when pupils move schools, and allows for joint projects and planning. The school also contributes well to community cohesion, particularly through activities in the church and local community, and also through international links with schools in India and Uganda. These opportunities have raised pupils' consciousness of other cultures and have contributed to greater understanding.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

**Overall effectiveness**

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

**Achievement and standards**

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

---

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

08 October 2008

Dear Pupils

Inspection of St Lawrence CofE Aided Junior School, East Molesey, East Molesey, KT8 9DR

Thank you for welcoming us when we visited your school recently. We were particularly impressed both by your politeness when we talked to you and by your readiness to tell us about your school. We enjoyed seeing you working in lessons, watching you at play, talking and listening to you.

St Lawrence Junior gives you a good education. Most of your parents and you yourselves have told us this, and we agree. You behave well most of the time, you like most of your lessons, and you particularly enjoy the after-school clubs and the residential visits such as Sayers Croft. You attend school more regularly than pupils do in many other schools. The school does well to provide you with so many opportunities. We were also impressed by your willingness to help others, for example on the school council. You enjoy activities in the church and local area, and the school has made good links with foreign schools and arranged other activities that help you to understand how people from elsewhere live.

We know that your teachers help you to learn well. You all make good progress, including those of you who sometimes find the work difficult, and those of you who like a lot of challenge. Pupils at this school now do better than they did a few years ago, particularly in writing and mathematics. This is due to your teachers, and particularly the headteacher, who has recognised how the school can be made better. All the adults in the school want you to succeed. They work very hard to make you feel secure in school and prepare you well for when you move on to another school.

Although you learn well, we have asked the school to help you do even better. We have asked your teachers to give you more information on how to improve your work when they mark your books, and to use your targets more to help you make even better progress.

Thank you again for your welcome, and good luck for the future.

Yours sincerely,

John Laver

Lead Inspector