

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Lawrence Church of England VA Junior School, East Molesey	
Address	Church Road, East Molesey, KT8 9DR
School vision	
<p>Inspired by the Christian faith, our children will treasure a love of learning, a belief in themselves and others, and respect for the world around them, helping them to grow and flourish throughout their lives.</p> <p>‘Where your treasure is, there your heart will be also.’ Matthew 6:21</p>	
School strengths	
<ul style="list-style-type: none"> <li>• The Christian vision stimulates a pervasive culture of high aspirations at St Lawrence Junior, where every member of the school community is treasured and encouraged to be the best they can be.</li> <li>• A breadth of associated values such as self-esteem, compassion, perseverance and courage flow naturally throughout the school’s curriculum and everyday life. These, together with a deeply reflective approach, ensure that supportive relationships are a strength of the school.</li> <li>• Collective worship is engaging, lively and inclusive, where pupils and staff of all faiths and none are welcomed. It is central to the spiritual life of the school.</li> <li>• The mental health and wellbeing of pupils and staff are a high priority. All grow and flourish in a warm, nurturing community, where ‘achieving, believing and caring’ is evident at every turn.</li> <li>• The school has a good quality religious education (RE) programme, which is led with knowledge and commitment. Thoughtful curriculum revisions and decisions enable pupils to make good progress.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Enhance systems for monitoring and evaluating the vision to ensure it drives the strategic direction of the school more explicitly.</li> <li>• Continue to develop the school’s shared understanding of spirituality. This is in order to capture the impact of moments of spiritual development across the curriculum.</li> <li>• Strengthen opportunities for pupils to challenge injustice and make ethical choices. This is to extend the way they can act as agents for change within the school and beyond as global citizens.</li> </ul>	
Inspection findings	
<p>The school community demonstrates a clear understanding of the Christian vision, linking it to the life of St Lawrence. They are able to express its biblical roots. Consequently, the verse from the gospel of Matthew 6, is now the rock on which the school grounds itself. The vision is exemplified by the way everyone at the school is treasured and treated as special. This creates a culture of high</p>	

expectations, where deeply nurturing relationships enrich the lives of everyone at the school. Pupils know and understand the story of St Lawrence and say his courage inspires them in their lives. They show great compassion and self-confidence, reflecting the vision's aim to believe in themselves and others. The school is housed in a large, new purpose-built building. This has had a significantly positive effect on learning and wellbeing. Great use is made of the beautiful outside space to promote spiritual development, reflection and facilitate outdoor learning, to the benefit of all. Supportive governors visit the school regularly and identify when they see the vision in action. However, monitoring of its impact is not systematic and lacks rigour.

The rich curriculum, enhanced by visits from authors, theatre groups and musicians, ensures that pupils treasure a love of learning. Numerous trips to places like local Hampton Court and further afield residential, enable them to thrive and achieve well. All are known and loved as the unique person they are. This is evident in decisions by leaders to create personalised extra-curricular clubs to match their interests and individual skills. Pupils, including those who have special educational needs and/or disabilities (SEND), flourish in their learning from their starting points. This inspires them to take courageous steps such as engaging in leadership roles in school and church. These actions come from an understanding that it is safe to take risks and learn from making 'marvellous mistakes'. At moments like these, the vision to believe in themselves is a living reality, enabling all to flourish. Within the curriculum, opportunities for spontaneous moments for spiritual reflection are evident. These are experienced both in the classrooms and in the outdoor learning areas. An understanding of spirituality beyond this is less secure.

Collective worship is carefully planned and central to the school day. It is rooted in the vision and associated values, playing an important role in enriching spiritual growth. Pupils are given time each week to reflect and consider the values. Individual reflections are captured in books highlighting their personal understanding. Therefore, values such as friendship, perseverance and gratitude are understood and built upon over time. Staff also appreciate the time to pause, recognising how worship strongly reflects the school vision. Invitational language is used throughout, enabling all to feel welcome whether they have a faith or not. Worship is significantly enriched by partnerships with the local churches and their teams. These include beloved clergy, music groups and youth workers. The Open the Book group visit regularly, using a range of props to bring Bible stories to life. These inspirational sessions are enjoyed by everyone and leave lasting memories. Pupils are enthusiastic in their roles as worship ambassadors. They relish opportunities to help lead and prepare for worship in both school and church.

Significant time and resources are allocated to supporting positive mental health. Wellbeing days reinforce the philosophy of caring and supporting each other. Staff are also encouraged to treasure a love of learning. Because professional development is a priority, they are able to further their careers in ways that enhance their lives. Developing pupil leaders is also an important aspect of the school. These include roles such as eco and school councillors, as well as house captains. This leads to increased self-belief and enhances wellbeing further. Pastoral care is strong. An example is the way clergy provide comfort to members of the community during times of stress or bereavement. Emotional and practical support for families is valued by many, especially during difficult circumstances. Staff go out of their way to help parents who are suffering during crisis or ill health. This is an outworking of 'where your treasure is, there will your heart be also'. Restorative justice underpins the behaviour system. The use of 'reflection cards' puts forgiveness and compassion at its heart. Pupils value their rewards for living the vision and values. Being chosen to eat at the top table at lunch time and receiving certificates in achievement assemblies are greatly prized.

Pupils are encouraged to show service to their school community by taking on a wide range of responsibilities. The very active eco council undertake many activities that benefit the school environment. These include, planting trees, helping to set up a pond and being responsible for

recycling and litter picking. The work older pupils do in mentoring and supporting the younger ones, such as reading ambassadors, is mutually beneficial. Charities such as Momentum children's cancer charity, Children in Need and Elmbridge Food Bank are supported. Pupils often think of good causes themselves and fund raise independently. In this way, they learn to have responsibilities towards others. However, their understanding of how they can challenge injustice and make a difference both locally and globally is limited.

RE is given a high profile at the school, which means that pupils engage well and are enthusiastic about their learning. The curriculum is well structured and carefully sequenced, ensuring that all, including those with SEND, make good progress. Quality teaching is effective because pupils are challenged to consider core concepts, big questions and religious practices. Older pupils engage in philosophical debates, thus ensuring they can relate world events to their daily lives. The experienced RE leader monitors the quality of teaching and learning effectively. Pupils are assessed at the end of units in order for teachers to evaluate progress. This assessment is then used to inform future planning. Moderation work with other Church schools ensures that the subject leader knows that assessment in the subject is accurate. Visits to places of worship such as the Hindu temple, enrich the RE curriculum further. Staff are well supported in their knowledge of the subject through access to diocesan training.

St Lawrence Junior School is an aspirational, nurturing school. Treasured adults and pupils grow and flourish in a happy, loving environment.

The inspection findings indicate that St Lawrence Church of England Junior School is living up to its foundation as a Church school.

Information			
Inspection date	30 January 2024	URN	125179
VC/VA/Academy	Voluntary aided	Pupils on roll	300
Diocese	Guildford		
MAT/Federation			
Headteacher	Grace MacLean		
Chair	Graham Lovelace		
Inspector	Jenny Earp	No.	288