

Long Ditton St Mary's CofE (Aided) Junior School Profile



Long Ditton St Mary's CofE (Aided) Junior School

Sugden Road

Long Ditton, Surrey, KT7 0AD

Telephone: 020 83981070

<http://www.longdittonsm.org.uk>

Children's Service Authority:	Surrey
Age range:	7-11
Number of pupils:	171
Head teacher:	Mrs C S Woods
Chair of governors:	Sir George Vallings

What have been our successes this year?

Good above national average SATs results - 84% of pupils with level 4 or above in English, 89% in Science & 78% in maths. A third of English & maths results were at level 5 & half of the science results.

Successful external assessment for "Healthy Schools Award" awarded in December 2006.

Continuing close links with Hinchley Wood Partnership schools in ICT, art, DT, music & dance.

Increased emphasis on sport with the boys' football team winning the local Elmbridge area knockout competition for the first time. Inter school matches have been played at netball & rugby both home and away. District sports & cross country local competitions were also entered. Extra swimming lessons were provided for non swimmers in Years 4, 5 and 6 so that national expectations can be achieved. This involved the regular use of our nearest IAPS school pool.

School oversubscribed for second year for Y3 places.

Physical environment changes included new fencing & parental gardening days to improve external environment.

All library books entered on Junior Librarian computer system showing we have 4000 fiction books & £14,000 of non-fiction books.

No support or teaching staff changes for second year running.

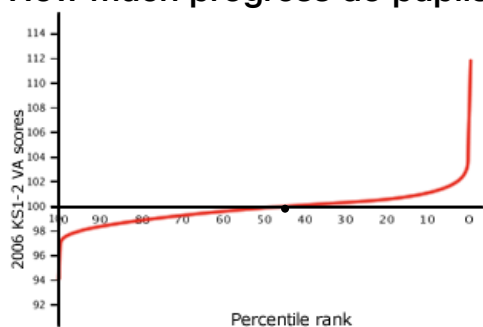
What are we trying to improve?

There were 5 main areas for improvement in the 2006/7 School Development Plan:-

1. Setting of shared realistic targets for pupils in both literacy and maths
2. Monthly monitoring and evaluation of lessons by subject coordinators and Head teacher
3. Provision of interactive whiteboards in Lower School classes and additional computers in the ICT suite to provide 1:1 usage and access
4. Computerisation of our library books on a central system using "Junior Librarian". This has also further helped us to monitor pupil usage of the library through newly designed pupil reading records and track pupils' reading patterns/frequency
5. Incorporation of "Thinking Hats" strategies into all relevant areas of pupil learning throughout the curriculum.

The School Development plan details and evaluates our successes and progress made in the previous financial year, and plans the way forward for the current year. The planning encompasses all curriculum areas, gives a detailed overview of the School budget, staff (teaching and support) training needs, required premises improvements and our long term visions for the School. A copy is available in the School office for anyone wishing further details.

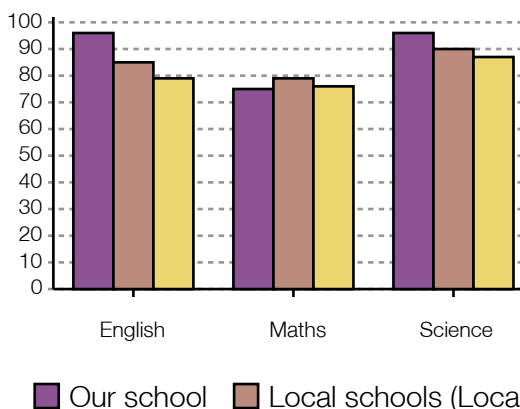
How much progress do pupils make between age 7 and 11?



• Our school

The chart shows our school's value added (VA) score relative to that of other primary schools. VA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2006. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

How have our results changed over time?

Cohorts vary from year to year both in size and in aptitude/ability. In 2007, our results were as expected, with a cohort of 37 pupils, 2 of whom had statements for their Special Educational Needs and a further 5 pupils were also on the SEN register.

However, the previous year, 2006, had produced our best ever results in both English and science, with all but 2 pupils out of 50, gaining a level 4 pass in each of these 2 subjects. Well over half of these pupils were awarded a level 5. Maths was 74%, which was very creditable. These 2006 results are above both the national & Surrey LA expected levels/targets.

The 2007 results were above national average as was the value added educationally to this cohort.

year	English L4+	English L5	Maths L4+	Maths L5	Science L4+	Science L5	Number of pupils in year group	%per pupil
2007	84	38	76	34	92	55	37	2.7%
2006	96	58	74	56	96	58	50	2.0%
2005	90	47	83	47	93	70	30	3.3%
2004	95	67	85	45	88	55	33	3.0%
2003	76	34	76	28	90	38	29	3.5%
2002	83		87		77		53	1.9%
2001	81		74		81		27	3.7%

The figures above show the results achieved over the last 7 years.

How are we making sure that every child gets teaching to meet their individual needs?

With a variable number of pupils in each year group & a PAN of 45 all classes are vertically grouped by age, gender & ability. Class groupings change yearly. Morning sessions focus largely on numeracy & literacy. In these subjects pupils are arranged:

Literacy - 4 groups of age appropriate Yr 3/4/5/6 pupils. Two groups of mixed age Yr 3/4 & 5/6 pupils for those finding literacy challenging & who are not meeting age appropriate targets. Groups are supported by TAs.

Numeracy - 4 classes of age appropriate pupils supported by TAs & 2 classes of more able Yr 3/4 & 5/6 pupils.

Afternoons are spent in class groups focusing on the foundation subjects, ICT & science. Work for these is carefully planned over a 2 year cycle & differentiated according to ability & outcome.

Those pupils on the SEN register or statemented may be taught 1:1, inside or outside the classroom & or in small groups by experienced TAs. Termly IEPs are planned for SA+ & statemented pupils which are discussed with parents.

Surrey LA provides support for staff, pupils & parents through their MPTs who visit the School twice yearly to assess & monitor needs we identify.

A broad, balanced curriculum helps us focus on the whole child.

How are we working with parents and the community?

Parents

School engages very positively with parents and is concerned to listen to their views on how we are succeeding and how we can improve. Questionnaires are completed each year by parents and are analysed by a nominated governor. Practical suggestions are acted upon and the parents are informed of this in regular newsletters. Activities are arranged by the PTA "Friends of LDSM" & vary from social to fundraising & educational. Parents help out in School with art, D/T, swimming, reading & trips. Regular links are via homework diaries, newsletters, open evenings, termly "teach ins" & pupil records of achievement. Parents are represented on the Governing Body.

Community

School is superbly supported by St Mary's Church through Assemblies, premises & fundraising links. Our links with GDBE are equally strong through courses, visits & retreats. The village community use our premises for their annual fair & Stagecoach, RSPCA, Residents' Association, Brownies, Muslim & Jewish groups regularly hire our facilities.

Residents from Clayton House, past members of staff & neighbours attend fairs & drama productions. School offers work experience to High school pupils & University students.

What have pupils told us about the school, and what have we done as a result?

School Council

Each class elects 2 pupils to represent their interests and concerns. These pupils discuss concerns and strategies for the future with the PSHCE coordinator at fortnightly early morning meetings. The class representatives then feed back & gather further information during their PSHCE weekly lessons. "Fruity Fridays" continue on a half term basis as part of our Healthy Eating Initiative.

House/Vice captains

Activities are planned by the pupils to engage others. This year a talent show, come dressed as an animal day & a colour theme day have all taken place. The main charity supported in all of these activities is our twin school (Kaladima P49) in Gulu, Northern Uganda. Correspondence between the schools takes place on a termly basis and the pupils value this. Other charities supported during the year have been the Wallace & Grommit Children's Foundation & Red Nose Day.

Questionnaires

Pupils complete questionnaires annually, at the end of each academic year, in lesson time about a range of school topics. This year, with a rise in temperatures & being mindful of equal opportunities, a short sleeved, tie-less shirt for boys was introduced for the summer months.

How do we make sure our pupils are healthy, safe and well-supported?

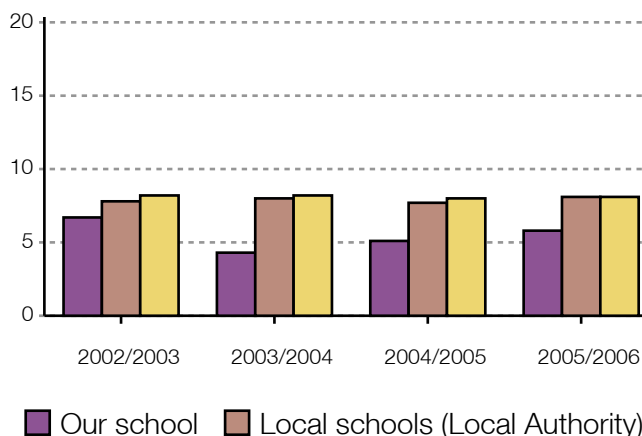
Very close links with our Church encourages spiritual well being for all. Parents & visitors value the nurturing environment and pupils focus on the needs of others & raise money for many charities.

We are part of the Surrey Healthy Schools Initiative. Diet & healthy eating are taught in science, PSHCE & through some of our Assemblies. Our on site caterer cooks superb meals for staff & pupils. No fizzy drinks, sweets or chocolate are allowed in packed lunch boxes. A census of items provided in lunch boxes was undertaken by the School Council, which pleasingly showed a real awareness by parents of all the elements of healthy eating. The PTA supports us in this & mirrors our values at their functions. Alternative small gifts, fruit, books are suggested instead of sweets for class birthday treats.

All pupils have 3 sports lessons a week. Hockey, basketball, cricket, tennis, netball, golf, rugby & football are offered as after School activities. School arranges an inter house sports day & swimming gala. All pupils have a minimum of 35 taught swimming lessons during their 4 years here with us.

The School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

What activities and options are available to pupils?

Before School :- Running & Brain Gym.

During the day :- Music lessons for guitar, clarinet, brass, piano, violin

At lunch time :- ICT, choir and St Mary's singers , keyboard, chess, golf

After school :- choir, recorder, football (boys & girls), drama, netball, basket ball, cricket, tennis, rugby.

Music has a high priority in School with half of our pupils involved in singing and instrumental tuition.

Clubs may be free, paid for, by invitation or open to all

"Clubland" provide after school care until 6.00pm and "Fun Sport", a breakfast club at Long Ditton Infant School. Both clubs are open to pupils of both schools.

When applicable visitors/visits are scheduled for drama, music, PE, science & topic related activities. Cycle proficiency for Yrs 5/6, pedestrian training for Yrs 3/4, Junior Citizen are arranged locally.

Day visits this year have been to Hampton Court Palace, Portsmouth, Hinchley Wood High School, Guildford Cathedral & the Spectrum.

Three residential visits take place yearly :-

Yr4 to PGL at Hindhead

Yr5 to Hindleap Warren &

Yr6 to "Little Canada" on the Isle of Wight

On these visits pupils are able to experience outdoor activities such as abseiling, quad biking and fencing.

What do our pupils do after leaving this school?

As we are the nearest Surrey Junior School to Kingston upon Thames LA, our pupils have a wide choice of state schools from which to choose. Some parents choose a private school.

In 2007 our 37 Year 6 pupils have continued their education at the following schools:-

Epsom and Ewell High 1

Esher High 2

Gray Court 1

Halliford 1

Hampton Boys 1

Hinchley Wood 17

Holy Cross 1

Home Tuition 2

Rydens 1

Southborough Boys 3

Sutton Grammar 1

Tiffin Boys 2

Tiffins Girls 1

Tolworth Girls 3

All pupils have induction days at their new schools. Some of the nearby state schools send staff to talk to us & the pupils. These visits are dependent upon numbers being viable. Many of our pupils continue to return to School when they have spare time, INSET days and for work experience. They keep us informed of their progress and how the transition has worked for them. All reports are invariably positive, their transition has been a continuum.

Most past pupils achieve 5 A-C grades in GCSE and some are known to continue their sixth form education at Esher College or other local sixth forms. Past pupils, to our knowledge, have progressed to Bristol, Exeter, Kingston, Manchester, Oxford & Roehampton universities.

Ofsted's view of our school

Long Ditton St Mary's is a good school where children are happy and are cared for well. Parents are very pleased with what the school offers and, like the children, are proud to be part of the school community. As one parent said, 'During the summer holidays my daughter told me that she couldn't wait to go back to school! How refreshing is that?' Pupils' personal development and well-being are good and lead to confident, well behaved learners who feel valued and want to do well. Pupils' work in the day-to-day decision making within the school and their involvement with communities beyond the school is outstanding and helps to develop their good personal skills. They take their responsibilities very seriously and the extremely active school council works with a real sense that its voice is heard and that pupils can make a difference.

Central to the school's success is the teamwork of all the staff. Care, support and guidance are good. Everyone benefits from the good relationships and staff provide good, consistent role models to ensure pupils have a good awareness of the need to live healthy lifestyles and stay safe.

Teachers keep close track on academic progress and give pupils good pointers for improvement when they mark their work. However, pupils are not always clear about targets to improve their work over time or how they can evaluate their own progress. Good teaching and an interesting curriculum make learning enjoyable and these factors, along with pupils' good attitudes and personal skills mean all pupils achieve well, whatever their starting point or background. Many leave school with standards which are well above average. However, even though standards are better than found nationally, pupils do not do as well in mathematics as they do in English and science. Mental arithmetic and shape, space and measure are the areas where pupils' achievement is weaker. The school is aware of this discrepancy and has already put in place strategies to deal with it.

Leadership and management are good. Senior managers, subject leaders and governors are fully involved in evaluating and improving the school's work. The headteacher has a clear view of the school's strengths and what it needs to do to improve further. Issues from the previous inspection report have been dealt with effectively. This is shown by the improvements in information and communication technology (ICT) and standards in English and science, particularly the numbers of pupils reaching the higher levels in English. These successes demonstrate that the capacity to improve further is good.

Pupils' good personal skills, their independence and their good levels of basic skills means they are very well prepared for the next stage of their education. One parent with two children at the school echoed a view shared by many other parents by saying. 'Their achievement has been outstanding, but it is their confidence as individuals which is of most note. The school gives every child the chance to perform and contribute to all areas of school life and it is fantastic'.

Date of last inspection: 16-Nov-2006

Ofsted graded our school as good

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Long Ditton St Mary's CofE \(Aided\) Junior School](#)

What have we done in response to Ofsted?

Following our successful Ofsted inspection in November 2006 when all areas were deemed to be "Good", Staff & Governors are currently looking at ways to improve all areas into the "Outstanding" category. (Two subsections are already in this category - how we work in our the local community plus international links with our Northern Ugandan school & how well our pupils are prepared for the next stage of their education & the world of work.)

During the summer term 2007, along with the introduction of the new maths strategy, we have revamped our planning of the maths curriculum. This has entailed looking at the composition of ability groups, the introduction of a weekly afternoon mental maths class time of 20/25 minutes in addition to the 5x1hour am lessons, staff training for the maths coordinator with Edexcel & for all staff with our 4S maths consultant. An evening maths "Teach in" for parents is planned for September 2007.

Work continues too with the 10 principles of "Assessment fo Learning". Paired assessment and partner dialogue are well established as is our Teacher Tracker of levelled statements by which we judge and level pupil attainment. Pupil knowledge of ways to improve continues.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 020 83981070

Our website <http://www.longdittonsm.org.uk>
