

Inspection of a good school: Ottershaw Christ Church Church of England Infant School

Fletcher Close, Ottershaw, Chertsey, Surrey KT16 0JT

Inspection dates:

6 and 7 June 2023

Outcome

Ottershaw Christ Church Church of England Infant School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils make a very strong start to their education. Beginning in early years, staff create a positive ethos, which all children benefit from. Leaders set a clear vision for pupils to succeed and enjoy school life 'in all its fullness'. Pupils achieve this throughout the school, especially by learning to read, write and use numbers confidently. Their behaviour is exemplary. This is built on the positive habits and approaches which children develop in early years. Pupils show determination, and they are highly motivated to get on the rainbow reward chart.

Pupils really enjoy coming to school and, together with their parents, are confident that staff will deal with any worries that they may have. Bullying is not tolerated. Pupils are excited about opportunities for learning, especially beyond the classroom. Their imagination is sparked by woodland poetry workshops. They become aware of community issues through local fieldwork projects. Pupils' curiosity is prompted by seeing plants and animals grow. Those with special educational needs and/or disabilities (SEND) access the full breadth of experiences the school offers. By the end of their time in this infant school, pupils are very well prepared for their junior school years.

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

Leaders have designed an ambitious curriculum for all pupils. Leaders have thought in detail about what pupils should learn at each stage, and how to make this accessible for pupils with SEND. Leaders place particular emphasis on communication and language development. This helps children in early years to build a wide vocabulary. It also supports them to understand important concepts in key stage 1, such as weather and climate. Staff are trained well to deliver the curriculum. Teachers connect new learning to

what pupils already know and can do. This helps pupils to develop confidence as well as new knowledge. Staff are thorough about checking what pupils understand. They use this to adapt their teaching during lessons and give pupils 'point of need' support. As a result, pupils achieve very well. Their written work is of a consistently high quality. Leaders focus on ensuring that disadvantaged pupils and those with SEND also achieve strongly.

Reading is the cornerstone of pupils' success. It is recognised throughout the school as a key priority. The teaching of reading is systematic and highly effective. Staff identify weaker readers and provide targeted support to help them catch up rapidly. Pupils are proud of how they learn to read. They enjoy using classroom book corners and the school library. Children in reception vote for their chosen book each day, which teachers bring to life through story time. Leaders' emphasis on learning to read strongly supports pupils' achievement throughout the curriculum.

Children in early years have extensive opportunities to explore numbers and shapes. Leaders make sure that children encounter mathematical ideas throughout their learning. Consequently, children are confident to play with numbers, and they are keen to explain what they have learned. Leaders provide guidance for parents on supporting their children's learning, providing workshops about mathematics, which showcase the school's approach.

Across the school, the learning environment is thoughtfully designed to support pupils' thinking. In lessons, pupils show sustained concentration, which helps them to learn well. Teachers get to know their pupils in detail. Leaders use this knowledge, along with assessments, to identify pupils who might have additional needs. When planning provision for pupils with SEND, leaders ensure that parents are involved in making decisions.

The opportunities for pupils' wider development are extensive and well planned. Leaders have adapted this programme to meet the varying needs of pupils. For instance, older pupils experience cultural workshops and museum visits. These visits are expressly designed to make up for opportunities that pupils may have missed out on during lockdown. The clubs that the school offers are varied and enriching. Staff give pupils and parents guidance about these, to make the most of pupils' talents and interests. Leaders have ensured that all disadvantaged pupils access these wider activities. Staff help children in early years to learn about how to be a good friend. Pupils learn about including one another, and how to stay healthy and safe. Playground spaces are structured to help pupils, including those with SEND, to play and interact positively.

Staff are overwhelmingly positive about leaders' consideration for them. They feel that leaders engage actively about their workload. Teachers see assessment as being purposeful and productive. Governors also take an active role in supporting staff well-being. As a result, trust leaders and governors work closely to support and challenge the school. They help to ensure that leaders' clear vision is upheld throughout the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that there is a clear system to identify pupils who may be at risk. Staff understand potential warning signs and are diligent in recording concerns. Through the curriculum, pupils learn about keeping safe as appropriate for their age. Leaders make sure that there is effective help for pupils who need it. They secure this by working with and challenging external partners where necessary. Leaders keep detailed safeguarding records, and this supports the effective management of cases. Governors and the trust work with leaders to check and reinforce the school's practice and culture of safeguarding.

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 first ungraded inspection since we judged the predecessor school, also named Ottershaw Christ Church Church of England Infant School to be good in February 2016.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	146420
Local authority	Surrey
Inspection number	10268435
Type of school	Infant
School category	Academy converter
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	Board of trustees
Chair of trust	James Thomas Friend
Headteacher	Jo Hastings
Website	www.ottershawcofeschools.surrey.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Ottershaw Christ Church Church of England Infant School is a Church of England converter academy. The most recent section 48 SIAMS inspection took place in December 2019. The next section 48 SIAMS inspection is due to take place before January 2028.
- Ottershaw Christ Church Church of England Infant School converted to become an academy school in February 2019. When its predecessor school of the same name was last inspected by Ofsted, it was judged to be good overall.

Information about this inspection

- This was the first routine inspection of the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, deputy headteacher and subject leaders and spoke with executive leaders from the Good Shepherd Academies Trust.

- The inspector carried out deep dives in these subjects: early reading, mathematics and geography.
- For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also spoke to leaders about the curriculum in early years, and looked at records of pupils' learning.
- To inspect safeguarding, the inspector reviewed the school's single central record, files relating to safeguarding cases, and spoke with staff, pupils, trustees and governors.

Inspection team

Daniel Botting, lead inspector

His Majesty's Inspector

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