

Inspection of Ottershaw Christ Church Church of England Junior School

Fletcher Road, Ottershaw, Chertsey, Surrey KT16 0JY

Inspection dates:	23 and 24 April 2025
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Good

The headteacher of this school is Joanna Hastings. This school is part of The Good Shepherd Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Paul Kennedy, and overseen by a board of trustees, chaired by James Friend.

What is it like to attend this school?

Pupils are eager and respectful. They are highly engaged in learning and relish the curriculum's ambitious topics. The school has high aspirations for pupils, and they achieve well. Pupils feel inspired by the knowledge they gain. They are proud of their accomplishments and ready for their next stage of education.

Pupils treat each other and adults with respect. They feel safe at school and valued as individuals. Pupils develop a keen sense of personal responsibility. They uphold the school's rules and expectations without prompting. Playtimes are safe and engaging. Pupils relish interacting with each other and take up a range of leadership roles. Their manners are impeccable.

The school's personal development programme is exceptionally well designed. Pupils' opportunities are carefully crafted. Nothing is left to chance. Pupils confidently debate and discuss complex topics. They revel in how they develop their talents and grow new interests. Pupils enthusiastically join in with activities ranging from crochet to sports and performance opportunities. Every action and decision the school makes support its strong sense of community and care. Pupils and staff work together to help others and demonstrate positive citizenship. Pupils told inspectors that this makes them feel 'unique and special'.

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

The school has a broad and well-considered curriculum. The key knowledge that pupils should learn has been carefully selected. Staff have ordered this thoroughly and logically. Pupils with special educational needs and/or disabilities (SEND) have any barriers to their learning identified swiftly. Staff across the school have the expertise to provide effective support and successfully meet these needs. As a result, pupils with SEND achieve well.

Typically, pupils learn well. They develop strong knowledge of most subjects. Staff use resources well to support pupils' learning. For example, they provide appropriate resources in mathematics. These help pupils to visualise problems effectively. In some subjects, the teaching of key content lacks precision. This means that pupils develop gaps in their understanding. The school does not check that pupils have secured important learning before moving on to new content. This means that some pupils lack the understanding that they need for their future learning.

The reading curriculum is effective. This builds around well-chosen and interesting books. Pupils become fluent and accurate readers. They love the journey that books take them on. The school has made sure pupils are exposed to stories and role models from a wide range of cultures and beliefs. Pupils who need extra help with reading receive effective support. This helps to rapidly close any gaps between them and their peers. Pupils foster their love of reading in frequent visits to the school's inspiring library.

Pupils' behaviour across the school is excellent. The school has prioritised teaching pupils how their choices may affect others. Pupils' conduct is fully aligned with the school's

values. Consequently, they make good decisions independently. Pupils follow routines effectively without relying on adult instructions. They use their excellent communication skills to resolve any minor disagreements. The school has worked positively with families to remove potential barriers to attendance. Its thorough approach is very effective.

The school has a razor-sharp focus on pupils' personal development. Pupils have an exceptional grasp of spiritual, moral, social and cultural themes. For instance, they discuss the concepts of faith and difference with remarkable maturity and reflection. Almost every pupil attends an extra-curricular club. These clubs are chosen with meticulous consideration for each pupil's interests and needs. Pupils' understanding of each other and of the fundamental British values is strong. They use this knowledge to take positive actions, such as encouraging the school to recycle single-use plastics. The breadth and depth of the school's personal development programme are of the highest quality.

The school is well led. Governors and trustees work together effectively to ensure that all of the school's statutory duties are met. Staff welfare is prioritised alongside pupils' learning and opportunities. The school works well with the community and engages in a wide range of trust and local wider opportunities. These include inclusive sports and performance opportunities for pupils. Staff have appropriate training and are being supported to apply this more consistently.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, staff do not check whether pupils have remembered the key knowledge and vocabulary that they have previously learned. This means that pupils sometimes lack the understanding that they need for their future learning. The school should ensure that staff use assessment strategies effectively in order to identify and then address any gaps in pupils' understanding before moving on.

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	146419
Local authority	Surrey
Inspection number	10341869
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	Board of trustees
Chair of trust	James Friend
CEO of the trust	Paul Kennedy
Headteacher	Joanna Hastings
Website	www.ottershawcofeschools.surrey.sch.uk
Dates of previous inspection	11 and 12 July 2023, under section 8 of the Education Act 2005

Information about this school

- The school has been part of The Good Shepherd Trust since March 2019.
- The school does not currently use any alternative provision.
- The school is part of the Church of England Diocese of Guildford.
- The school's last section 48 inspection, for schools of a religious character, was in October 2024.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth-form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection team met with the headteacher, other leaders, teachers and pupils. The lead inspector met with trustees and trust representatives including the CEO.
- Inspectors carried out deep dives in these subjects: early reading, geography, physical education and mathematics. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning, and looked at samples of pupils' work. Inspectors also reviewed pupils' work from a range of other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: 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 inspection team observed behaviour in lessons and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around the school.
- Inspectors spoke with parents at the start of the school day. They considered the views expressed in Ofsted Parent View, including any free-text comments.
- Inspectors spoke with groups of staff and considered the responses to Ofsted's staff survey.

Inspection team

Toby Martlew, lead inspector

His Majesty's Inspector

Linda Appleby

Ofsted Inspector

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