

# Ottershaw C of E Infant School

Fletcher Close, Ottershaw, Chertsey KT16 0JT

<b>Inspection dates</b>	3–4 February 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The excellent leadership of the headteacher has enabled colleagues to transform the quality of education since the last inspection.
- Much better management from senior leaders, other staff and governors has led to major improvements in teaching and pupils' progress.
- Teaching is now good. Teachers make good use of assessments to make sure pupils get work at the right level of difficulty. Interesting activities in most lessons generate great enthusiasm and involvement from pupils.
- All pupils make good progress from their starting points. Disadvantaged pupils are making much better progress than previously to catch up with their classmates. Excellent provision for disabled pupils and those with special educational needs means they do particularly well.
- Staff keep a very careful track of pupils' progress and are quick to intervene if there are problems to ensure that no one gets left behind.
- Very effective leadership in the early years has ensured excellent provision, including teaching that is consistently of a high quality. Children make outstanding progress as a result.
- Pupils are well behaved in school, enjoy learning and have very positive relationships with each other and with adults.
- The school keeps pupils safe and secure so they feel confident and happy. The provision for pupils' personal development is good, including for their spiritual, moral, social and cultural development.

### It is not yet an outstanding school because

- Some inconsistencies remain in teaching at Key Stage 1. At times, activities do not involve all pupils, so they lose concentration and progress slows. The school's marking policy is not always applied consistently.
- The role of subject leaders, although improving, is not fully developed in all subjects.

## Full report

### What does the school need to do to improve further?

- Eliminate the remaining inconsistencies in teaching so that it is outstanding, particularly by ensuring that:
  - activities involve pupils throughout lessons so that their interest and concentration are maintained and their progress does not falter
  - teachers make sure that pupils have time to respond to the advice they are given in marking, and check that pupils' responses are correct
  - the school makes more use of the excellent practice in some classes as a model to help colleagues improve their own teaching.
- Develop the roles of all subject leaders so that they are better informed about their colleagues' practice and pupils' progress, and can support improvements in their subjects more effectively.

## Inspection judgements

### Effectiveness of leadership and management is good

- Under the strong guidance of the headteacher, the school has established a much more effective management structure than at the time of the previous inspection. This has involved many more staff in taking on responsibilities, so that expertise is shared more widely and all work together as a very effective team in making improvements. A common commitment by staff, to making sure that pupils receive the best possible support for their achievement and personal development, pervades the school's work.
- Teaching has improved considerably. The rigorous management of teachers' performance has been a key element in raising the standard of education. Teachers are given clear targets for their work, and are held accountable for pupils' progress. They have responded positively to this, with corresponding improvements for pupils in achievement. Regular monitoring of teachers' work by senior staff has underpinned carefully tailored support to help individuals to improve their practice and raise standards.
- Much-improved systems to check how well pupils are achieving have enabled all staff to tailor activities to pupils' different needs, as well as enabling leaders to monitor how well the school is doing, to identify any issues and to address them promptly.
- Leadership in the early years, and to support disabled pupils and those who have special educational needs, has been particularly effective in boosting achievement for these pupils.
- Subject leaders have taken an increasingly strong lead in promoting developments, particularly in mathematics and English, which have been, sensibly, the school's main priorities for improvement. Provision in writing, a weakness at the time of the previous inspection, has improved considerably. In other subjects, leaders have not had as much opportunity to check on provision and pupils' progress, so they have not been able to target their support to colleagues as effectively. The school has now identified this as a priority and has plans to extend the role of leaders in all subjects.
- The sharing of responsibilities between the two federated schools has widened the pool of expertise available to support developments, and has contributed well to the many improvements made.
- The government funding for disadvantaged pupils is used well to provide them with academic support matched to their particular needs, as well as to ensure that they can take a full part in all aspects of school life. This has been very effective, as illustrated by their much-improved progress.
- The curriculum is wide ranging and interesting, and is taught through a series of themes that engage pupils' interest and make learning meaningful. Staff have extended the writing curriculum so that writing tasks are purposeful and involve pupils in what they are doing. This has greatly benefited achievement, particularly for boys.
- The wide range of activities in class is complemented by a variety of popular clubs for pupils, both at lunchtime and after school. There is a strong focus on pupils' personal development within the curriculum, and they develop tolerance, consideration for others and a strong sense of right and wrong.
- The school actively promotes British values through its good provision for spiritual, moral, social and cultural development. Pupils learn to value each other and have a good emerging understanding of democracy and responsibility, through their involvement in electing a school council, for example, or through the role of 'playground pals' in helping others.
- The school has used funding to support sports and physical education successfully. It has extended the range of activities available to pupils, and improved staff skills in the teaching of physical education. Work with the school's federation partner has enabled the sharing of expertise to the benefit of staff and pupils at both schools. Pupils' great enthusiasm for physical activities was very apparent in a physical education lesson observed during the inspection.
- Links with parents are very strong. The school provides them with good information about events and about how their children are getting on. Parents' views are sought and taken into account, and they are overwhelmingly positive about the school. They particularly value that their children are safe and happy in school, and that behaviour is good. Typical of many comments received was, 'My daughter attends this school and my son is at the nursery. They both love coming to school and always have smiles on their faces.'
- **The governance of the school**
  - Governors play a full part in helping the school to develop. They have established very effective systems to check on the quality of teaching and pupils' progress, making use of national data and information provided by the school, backed up by regular visits to the school to see how things work in

practice. They are well able to challenge the school about its performance, and do so. Governors have ensured that they have linked teachers' pay progression to their success in meeting their targets. Like the staff, they have high aspirations for pupils' success, and are ambitious to improve the quality of education further.

- The arrangements for safeguarding are effective. Good systems are in place and record keeping is thorough and up to date. Good use is made of links with parents and of outside agencies, as appropriate, to ensure the best possible care for all pupils.

## **Quality of teaching, learning and assessment** is good

- Teaching is much improved since the previous inspection, and is consistently outstanding in the early years. At Key Stage 1, some inconsistency in teaching remains.
- Teachers take care to give pupils tasks that are based on their levels of achievement, using the good assessment information now available. This means that work is generally challenging but manageable, and pupils make good progress.
- Teachers have high expectations of work and behaviour and establish clear routines in class. Pupils like and respect their teachers and are keen to please them by working hard and following the rules. As a result, lessons are orderly and purposeful, and good progress is the norm.
- Teachers keep a careful eye on how children are getting on during the lesson, and are quick to intervene to help any who have misconceptions, and to encourage and challenge those who are succeeding.
- Teachers usually prepare work that engages pupils' interest and keeps them involved throughout the lessons. However, occasionally, teachers do not successfully engage and involve all pupils in the tasks, and this can lead to a loss of concentration and slower progress.
- The teaching of writing is strong and this has led to better standards. Handwriting is particularly strong. The use of a joined style from an early age is enabling pupils to get their ideas onto paper fluently, and is also helping them to improve their spelling.
- The much-improved teaching of phonics (letters and the sounds that they make) has contributed well to pupils' reading and writing skills.
- The school's new marking policy is not always implemented in full. Teachers mark pupils' work conscientiously and often give them pointers for improvement, or extra practice to help them learn more. This helps accelerate their progress. However, there are inconsistencies in how well teachers monitor pupils' responses to their advice. Sometimes, pupils do not do as they are asked, or they make mistakes when answering extra questions, or undertaking corrections in mathematics. Teachers do not always pick up these flaws, so that opportunities to improve progress are missed.

## **Personal development, behaviour and welfare** is good

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel safe in the school and trust their teachers to look after them. They learn to get on well together and value their friendships. They know they have to work hard to succeed and take a pride in their achievements. They enjoy learning and show high levels of maturity when they work together with others, cooperating very effectively and sharing ideas and equipment thoughtfully. They do equally well when required to work independently.
- Pupils are generally confident that there is no bullying in the school, although some pupils are not clear about the difference between bullying and other, less serious, misbehaviour. Parents are very positive about how their children are looked after and how the school deals with any bullying.
- Good links with parents ensure that the school makes good provision for pupils' emotional well-being, and responds thoughtfully to help any who have difficulties. Children are kept physically safe, and their many opportunities for lively play and exercise contribute to their health and enjoyment.

### **Behaviour**

- The behaviour of pupils is good. Teachers' expectations are clear and pupils respond well and try to follow the rules. Pupils appreciate the rewards for positive conduct, and respect the sanctions that are in place to deal with occasional misbehaviour. The school's records and pupils' own comments suggest that

only the most minimal use of the latter is required. In class, pupils follow instructions well so learning is seldom disrupted.

- Pupils generally concentrate well on their work, which strongly supports their achievement. Occasionally, when they are not sufficiently involved in the lesson, or tasks do not engage them, they lose concentration and then their progress suffers. Very occasionally, minor silliness from one or two pupils slows their learning, but a quick word from the teacher soon gets them back on track.
- Pupils' enjoyment of school and of learning is reflected in their improved attendance, which continues to be above average.

## Outcomes for pupils

## are good

- Pupils' achievement has gone up significantly since the previous inspection as a result of improved teaching. It is now good and is outstanding in the early years.
- Children in the early years made exceptional progress last year. Observations of learning and assessment information show this is continuing for the current children. From broadly typical starting points, the proportion of children reaching a good level of development by the end of Reception is now well above average.
- The improved teaching of phonics has led to higher standards, with pupils gaining above-average results in the national phonics check in Year 1.
- Progress is now good for all pupils in Key Stage 1, enabling them to build well on their improved starting points when they start in Year 1. Standards at the end of the key stage, already above average, are on course to go up further.
- Progress in reading is particularly strong and progress in writing, which was weak at the last inspection, has now improved considerably. Pupils also make good progress in mathematics.
- The achievement of disabled pupils and those with special educational needs is a major strength of the school because of the carefully tailored help they are given and the high expectations of staff. All these pupils make good progress from their starting points and some are making exceptional progress.
- Disadvantaged pupils, whose progress had been a concern in the past, are now doing much better. The school has concentrated resources carefully to meet their particular needs and they are now closing the gaps between their achievement and that of their classmates and of pupils nationally.
- Pupils from different ethnic groups make similarly good progress. Pupils who speak English as an additional language make at least the same progress as their classmates, quickly closing any previous gaps in learning as their command of English improves.

## Early years provision

## is outstanding

- There has been a transformation in the quality of provision in the early years since the previous inspection. Led initially by the deputy headteacher, and latterly by a new early years phase leader, teaching and the curriculum have vastly improved. Excellent leadership has produced a team who work seamlessly together to provide high-quality experiences for all the children.
- Activities are planned carefully to be purposeful and to meet the needs and interests of the children. All the adults in the setting continually monitor children's progress and talk to them about their play. As a result, they prepare tasks that they know will enthuse children and extend their learning.
- In particular, activities to develop writing in a way that engages pupils' interest have been established. Extensive and exciting activities, both indoors and out, are routinely taken up by children. For example, some boys in Reception took a delight in labelling the body parts of a 'dinosaur' that they had made from cardboard boxes.
- A key strength of the teaching is the excellent way that all the adults interact with children. They monitor play carefully, and intervene to extend children's thinking, to develop their understanding and vocabulary, to reassure them if needed, and to challenge them to try new activities. As a result, children are consistently involved in learning and make outstanding progress.
- Children's behaviour is outstanding. They have exceptional personal development for their age, sitting and listening attentively to the adults and to each other, right from Nursery. They play together, share equipment sensibly, and suggest ideas to each other for developing their play. Their skills in collaboration,

and their confidence in getting on independently, contribute equally well to their achievement and their spiritual, moral, social and cultural development.

- Children's achievement is outstanding. They make excellent progress regardless of their starting points, with disadvantaged children quickly closing gaps between themselves and others during last year. They develop skills rapidly across the different strands of the curriculum to reach above-average standards by the end of Reception. Children are extremely well prepared to go into Year 1, both academically and socially.
- The welfare, safeguarding and personal development of children are successfully given a high priority. Parents greatly appreciate the way the school helps their children to settle in and feel safe. One parent of a Reception child wrote, 'Dropping her off now feels like an extension of home... I am delighted with my daughter's progress so far; she has learnt so much both academically and in terms of values. We're very happy with the school.'

## School details

<b>Unique reference number</b>	125155
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10002304

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Infant
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	203
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jeremy Bailes
<b>Headteacher</b>	Jo Hastings
<b>Telephone number</b>	01932 873652
<b>Website</b>	<a href="http://www.ottershawcofeschools.surrey.sch.uk">www.ottershawcofeschools.surrey.sch.uk</a>
<b>Email address</b>	<a href="mailto:infant@ottershawcofeschools.surrey.sch.uk">infant@ottershawcofeschools.surrey.sch.uk</a>
<b>Date of previous inspection</b>	8–9 October 2013

## Information about this school

- The school is a little smaller than average for a primary school.
- The school is in a 'hard' federation with the nearby Ottershaw C of E Junior School. The two schools share a headteacher, senior leadership team and governing body.
- Since the previous inspection, there have been significant staffing changes, including a new headteacher who took up post in September 2014.
- Children in the early years attend on a part-time basis in the Nursery, either in the morning or afternoon. Children in the two Reception classes attend full-time.
- Three quarters of the pupils are White British, with the rest coming from a wide range of other ethnic heritages. About one in eight pupils speaks English as an additional language, which is below average.
- The proportion of disabled pupils or those who have special educational needs is below average.
- The proportion of disadvantaged pupils who are supported by pupil premium funding is well below average. The pupil premium is extra government funding to support the education of pupils who are known to be eligible for free school meals, and children who are looked after by the local authority.
- There is a before- and after-school club that operates on the school site. This is managed privately and is inspected and reported upon separately.

## Information about this inspection

- Inspectors observed teaching and learning during lessons in each class. Shorter visits were made to observe the teaching of phonics, and to see the provision made for pupils who have special educational needs. Pupils were also observed in assembly, at breaktimes and around the school.
- The team met formally with several groups of pupils, and spoke to many others informally. Pupils in Years 1 and 2 were heard to read.
- Inspectors examined a variety of documentation, particularly that related to pupils' progress and how the school keeps them safe.
- The team held meetings with members of staff and with several members of the governing body. An inspector also met with a representative of the local authority.
- The team took note of 76 replies to the online survey, Parent View, and studied the written comments that parents made online. The results of 14 returns from a survey of staff opinion were considered.

## Inspection team

Steven Hill, lead inspector

Ofsted Inspector

Angela Konarzewski

Ofsted Inspector



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