

Ottershaw Church of England Junior School

Fletcher Road, Ottershaw, Surrey KT16 0JY

Inspection dates	16–17 March 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher, working in close and highly effective partnership with the deputy headteacher, has shown exceptional leadership since taking office.
- The school has made remarkable improvement. Pupils now make good progress in reading, writing and mathematics, rather than the weak progress indicated by the published data relating to past pupils.
- Pupils' outcomes throughout the school have improved. This is because leaders and governors ensure that the quality of teaching is good. They check teaching frequently and carefully, and teachers are keen to raise their own performance.
- Leaders are focused sharply on school improvement. They know their school well and their plans for future development are ambitious and achievable.
- Leaders have devised new and highly effective ways of checking pupils' progress. They share these with governors, who thus have the information they need to ask searching questions and share in driving the school forwards.
- Leaders and governors make exemplary use of additional government funding for disadvantaged pupils and for sport in primary schools.
- Teaching promotes good learning. Teachers' feedback, oral and written, is helpful in showing pupils how to improve their work. Teaching assistants are deployed well. Teachers clear up pupils' misconceptions effectively.
- Staff look after pupils extremely well. They keep them safe and secure. Pupils are kind to one another. Adults listen to their ideas, and this promotes pupils' confidence and self-esteem.
- Pupils' behaviour is exemplary. They are keen to learn and behave considerately towards others. The school promotes excellent behaviour through its strong promotion of values.
- The progress of pupils in all years is good. Groups, particularly the disadvantaged, achieve particularly well, so that gaps in their progress with other pupils have closed.

It is not yet an outstanding school because

- At times, adults do not ensure that the most-able pupils receive work pitched at a high enough level to enable them to make the best progress they can.
- Pupils' spelling and handwriting, particularly in their humanities workbooks, are sometimes not as good as they could be.

Full report

What does the school need to do to improve further?

- In order to ensure that pupils, particularly the most able, make the most rapid progress in their learning, ensure that teachers expect the most from them and challenge them with demanding tasks.
- Give pupils plenty of chances to write neatly and correctly, particularly in their humanities books.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The headteacher, working in highly effective partnership with the deputy headteacher, has transformed the work of the school in a remarkably short space of time. They have created a very purposeful school, working with a teaching force which is largely new since the previous inspection.
- Pupils throughout the school now make good progress in their learning. Teaching is good. Governance is extremely effective. Leaders' self-evaluation is robust and their plans for future improvements are ambitious and achievable. The school is in an excellent position to improve further.
- Leaders at all levels work successfully together to raise the quality of teaching and learning. Senior leaders and subject leaders check the quality of teaching frequently and offer clear advice to teachers on how to improve. Inspectors observed senior leaders offering such advice to teachers, following joint observations of lessons, and saw how positive and tactful the advice was, while remaining focused and rigorous.
- Staff show from their wholly positive responses to the online survey of their views that they back their leaders fully and are keen to teach as well as possible.
- Leaders have improved systems for checking pupils' progress, so that these are understood by all who work with the pupils. They communicate pupils' progress successfully to parents.
- The local authority provides strong, challenging support to the school. Advisers know the school well. Their reports are evaluative and focused on improvement.
- The headteacher's main priority since taking up the post has been to put pupils' previous weak record of progress in reading, writing and mathematics firmly in the past. In this she has succeeded admirably. Reading, writing and mathematics are the bedrock of the curriculum. Pupils leave school with well-developed literacy and numeracy skills that prepare them well for secondary school.
- Pupils receive a varied and stimulating programme of subjects within the curriculum, and activities outside it, that enrich their learning. For example, inspectors arrived during Science Week, and saw how successfully science was used to stimulate writing and discussion. For example, in one Year 6 English lesson, pupils researched the achievements of such great scientists as Charles Darwin, Alexander Fleming and Marie Curie. This was to prepare for a 'balloon debate', in which only one scientist, the greatest, would be allowed to 'survive' a sinking hot-air balloon. The pupils talked knowledgeably about 'their' scientist, and the activity gave them opportunities to discuss and evaluate the contribution made by each scientist to human endeavour.
- Leaders make excellent use of the pupil premium for disadvantaged pupils to provide highly effective support for them. The pleasing result is that there is now no appreciable difference between the achievement of disadvantaged pupils and other pupils at the school.
- The additional government funding for primary sports and physical education is used extremely well. Leaders take sport very seriously and are committed to increasing pupils' participation. Leaders and governors provide a range of physical activities to suit all aptitudes and interests. For example, cross-country running has attracted many new participants, as have tug-o'-war competitions. Leaders and governors ensure that the benefits will continue, when the funding ends, by training teachers in the skills of sports coaching.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well. It instils strong values in its pupils. In one assembly, for example, led by the headteacher, pupils were caught up in a video of a girl overcoming her fears to ski down a steep slope. The headteacher encouraged the pupils to identify with the child's exhilarating sense of achievement and to consider how they, too, felt similar emotions when overcoming obstacles. In such ways pupils learn strong values, such as empathy with others, that will stand them in good stead as they grow up.
- The school prepares pupils for growing up in modern Britain extremely well. It provides pupils with extensive opportunities to contribute to the community. For example, pupils throughout the school who attend 'Reporters' Club' produce a newsletter packed with items of interest to the whole community. One article in a recent edition tackled the issue of bullying and what to do if pupils encountered it. In such ways pupils learn to take responsibility for others.
- The school's engagement with parents is extremely good. One parent who spoke to inspectors spoke of 'the vast improvement since the headteacher took over'. This view, shared by others who spoke to inspectors or who responded to the online survey of their views, Parent View, is mirrored by inspection findings.

■ The governance of the school

- Governance has benefited considerably both from the external review of its performance and from close partnership with the new leadership team. This has enabled governors to make a significant contribution to school improvement.
 - Governors are closely involved in the life of the school. Some run clubs, such as faith clubs, or play an active part in ensuring that the sports premium is used successfully by running activities themselves. All governors test the school's progress in meeting the targets in the school improvement plan. In this way they ensure that improvement continues.
 - Governors visit classes often to see for themselves how well pupils are learning. They secure very good value for money from the teaching force by ensuring that there is a close link between teachers' movement along the pay scales and pupils' progress.
 - Governors are well trained in safeguarding. In this way they keep pupils safe and secure. They ensure that the school's culture is free from intolerance or extremism of any kind, and that pupils grow up with clear values, prepared for life in modern Britain.
- The arrangements for safeguarding are effective. The background of those who work with children is carefully checked. The site is secure. Parents confirm that their children are safe and secure at school.

Quality of teaching, learning and assessment is good

- As a result of consistently good teaching, pupils make good progress in their learning in reading, writing and mathematics.
- Teachers have good subject knowledge and quickly clear up any misconceptions pupils might have. In one Year 5 mathematics lesson, for example, pupils were introduced to the concept of volume graphically, through counting rows of small cubes inside a cuboid. The teacher noticed that some pupils had not understood the basic method, and skilfully used pupils' wrong answers, as well as their right ones, to enable the pupils themselves to explain the correct method to use. In a short time all pupils understood how to calculate this type of volume, and pupils learned to overcome difficulties.
- Teaching assistants are deployed well to support all pupils, but particularly those who are in danger of falling behind. As a result, these pupils make good progress in line with the others.
- Classrooms are attractive and orderly, with pupils' work well displayed. This gives pupils pride in their work. Key information and technical vocabulary are prominently displayed and used successfully by the pupils to help them help themselves.
- Teachers' feedback is helpful to pupils, clearly showing them how they can improve their work.
- The library is a pleasant and inviting area and is used successfully to promote good reading skills. Pupils who read aloud to inspectors spoke of the many ways in which they are encouraged to read, such as through guided reading sessions in lessons, by using the library, or taking part in reading activities for World Book Day.
- Teachers effectively promote pupils' literacy and numeracy skills. As a result, progress in reading, writing and mathematics has improved considerably since the current leadership team took over. However, the level of challenge, particularly for the most-able pupils, is good rather than exceptional. There are occasions when too little is expected of the most able and, as a result, they do not always achieve as well as they could.
- The school promotes pupils' composition and planning skills effectively through their English and 'Big Write' books. However, there is a legacy of weak spelling and untidy handwriting among some pupils. On occasions, pupils are not encouraged to take steps to overcome these flaws, particularly in their humanities books, which cover such topics as history and geography.

Personal development, behaviour and welfare are outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils are looked after extremely well, and pastoral arrangements are excellent. Pupils know whom to turn to if they have any worries.

- Pupils told inspectors that there is no bullying at the school and a scrutiny of the school's behaviour logs confirms that incidents of unkindness between pupils are few and far between.
- Pupils feel safe at the school. In turn, it gives them the skills to keep themselves safe. Pupils told inspectors that they benefit from many workshops in keeping themselves safe when using computers, particularly outside school, where access to the internet is not filtered as it is at school.
- Pupils' personal development is outstanding because they are listened to and their views are respected. This increases their confidence and raises their self-esteem. Pupils are proud of serving as sports leaders or holding office as school councillors, and enthusiastically told inspectors of the many jobs they undertake for the school.

Behaviour

- The behaviour of pupils is outstanding. They are self-confident, articulate young people, polite to visitors and keen to present the school they are proud of in the best light.
- The school's strong Christian values underpin pupils' conduct. They are considerate towards others, and careful to move thoughtfully in the somewhat cramped corridors. At play, they use the playground areas considerately, and line up in an orderly way at the end of play.
- Behaviour in lessons is excellent. Pupils are eager to learn and remain focused on their tasks. They waste no time when moving from one activity to the next.
- Pupils show their enjoyment of school through their attendance, which is currently above average and rising.

Outcomes for pupils

are good

- Inspectors took into account all published information on pupils' outcomes. They also scrutinised school figures on the achievement of pupils from Years 3 to 6 in the academic year following the headteacher's appointment. Inspectors also considered the school's performance information on current pupils throughout this school year. The findings show that pupils' progress in reading, writing and mathematics is good and rising.
- The published information on the progress of Year 6 pupils since the last inspection shows weak progress. However, this does not reflect the considerable improvement in pupils' progress in the five terms in which the current headteacher has been in post. For example, published information indicates that Year 6 pupils in 2015 underachieved from the end of Year 2. However, school figures show that while these pupils indeed suffered from a legacy of weak progress in Years 3, 4 and 5, they made rapid progress in Year 6, recovering much of the lost ground.
- Pupils are prepared well for secondary school, particularly in key literacy and numeracy skills, though the quality of spelling and handwriting is sometimes uneven.
- A particular success story for the school is the achievement of disadvantaged pupils in the current academic year. School figures show that the attainment and progress of these pupils at least matches that of other pupils and sometimes exceeds their achievement. The reason for this success is that leaders now carefully check and measure the progress of this group. They put in place additional support that is continually evaluated to ensure that disadvantaged pupils make accelerated progress.
- Additional support in lessons or in withdrawal groups effectively supports pupils who have special educational needs or disability. As a result, these pupils make good progress in line with the others.
- Leaders' vigilance in checking the achievement of different groups of pupils also benefits the relatively small proportion of pupils who speak English as an additional language. They, too, are carefully supported and make good progress.
- The school is equally effective in providing for those at risk of falling behind in their learning. These pupils receive effective support from teachers and teaching assistants, and make good progress in their learning.
- The most-able pupils benefit from links with a local secondary school, enabling them to receive extra activities in science, English and mathematics. On a day-to-day basis, however, tasks given to them sometimes lack the challenge they need to make the best progress they can. As a result, the most-able pupils make good rather than outstanding progress.

School details

Unique reference number	125138
Local authority	Surrey
Inspection number	10002303

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair	Jeremy Bailes
Headteacher	Jo Hastings
Telephone number	01932 872323
Website	www.ottershawcofeschools.surrey.sch.uk
Email address	junior@ottershawcofeschools.surrey.sch.uk
Date of previous inspection	10 October 2013

Information about this school

- Ottershaw Junior is a little smaller than the average-sized primary school. It has two forms of entry.
- The school has been federated with Ottershaw Infant School since 2007. Both schools share a headteacher, deputy headteacher, inclusion manager and business manager. Subject leaders carry out their responsibilities across both schools. The schools share a governing body. The schools are inspected separately. The infant school was most recently inspected in February 2016.
- At the time of the previous inspection, the school was led by a headteacher who retired in December 2013. The school was led by an interim headteacher from January to July 2014. The current headteacher took up her post in September 2014.
- A lower than average proportion of pupils are eligible for additional government funding, known as the pupil premium. This funding is used to support pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The large majority of pupils come from White British backgrounds. The rest come from a wide range of minority ethnic heritages, with no one group predominating. The proportion of pupils who speak English as an additional language is much lower than average.
- The proportion of pupils who have special educational needs or disability varies from year to year but is broadly average.
- The breakfast club and after-school care provision are privately run and subject to separate inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors visited classes throughout the school and observed pupils' learning in a range of subjects. The headteacher and her deputy joined inspectors on almost all of their classroom visits.
- Inspectors spoke to a number of pupils, listened to them read and looked at samples of their work. An inspector met with a group of pupils to hear how they felt about the school. Inspectors took into account 100 responses to the online survey of pupils' views.
- Meetings were held with senior and middle leaders, including those who hold responsibility for specific subjects.
- A meeting was held with the chair and vice-chair of the governing body and six other governors. Four governors attended the final feedback meeting.
- A meeting was held with the school's leadership partner, a representative from the local authority.
- Inspectors spoke to a number of parents during the inspection. There were 67 responses to the Ofsted online survey, Parent View, and inspectors took these into account. Inspectors also took into account the school's own survey of parents' views.
- Inspectors took account of 20 responses to an online questionnaire for members of staff.
- Inspectors observed the school's work and looked at a range of documents. These included the school's own views of how well it is doing, its plans for the future and minutes of meetings of the governing body.
- Inspectors considered a range of evidence on pupils' attainment and progress. They also examined safeguarding information and records relating to attendance, behaviour and safety.

Inspection team

Natalia Power, lead inspector

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Mo Galway

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