

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Ottershaw Christ Church Church of England Junior School

Vision

We are excited by Jesus' invitation to 'live life in all its fullness' (John 10:10) and wish to create a loving community where, by serving God, excellence is pursued and individual achievement is celebrated, so that all children are inspired and empowered to flourish as successful adults. What the Spirit brings is; 'love, joy, peace, patience, kindness, goodness, trustfulness, gentleness and self-control. Galatians 5:23

Strengths

- The aspirational vision of the school infuses every aspect of its life and beyond into the wider community. As a result, pupils and adults thrive exceptionally well.
- The fullness of life imagined by the vision is enacted powerfully through the curriculum, together with an extensive range of extra-curricular opportunities. This is made accessible to all pupils, including those who have additional learning needs.
- The Christian vision ensures that collective worship is inclusive and inspirational. Meaningful moments of stillness, singing and reflection enrich opportunities for spiritual development.
- Strong partnerships with the local church, the Diocese of Guildford and the Good Shepherd Trust (GST) are mutually beneficial, contributing highly to the flourishing of pupils and adults.
- Nurturing, positive relationships permeate the school. Ottershaw is a happy, welcoming place that exudes joy.

Development Points

- Deepen pupils' understanding of injustice to equip them with the necessary skills to take responsibility for improving the lives of others. This is to build opportunities for pupil-led social action.
- Enrich pupils' understanding of Christian belief and practice around the world in order to enhance the religious education (RE) curriculum.



Inspection Findings

Ottershaw is an exceptionally harmonious community. At the heart of the school is a clear and powerful Christian vision. It is central to dedicated leaders' aspirations that pupils and adults encounter life in all its fullness. Firmly embedded associated values, including compassion, kindness, courage and truth are grounded in Christian context and seen in action. Consequently, Ottershaw is a place, where all are valued and loved. Members of the local committee of governors and the trust are highly invested and ambitious for the ongoing development of the school. Leaders review the vision regularly through rigorous self-evaluation. This is used consistently to inform decisions to develop the school effectively. Parents recognise how the vision and values help their children to flourish holistically and appreciate the great care given to them. Highly effective partnerships with the diocese, the GST and church enable individuals to thrive within this loving environment.

The commitment to life in all its fullness is evident in the school's approach to the curriculum. Tailored to the needs of its community, pupils benefit from a considerable range of cultural and learning experiences. These include enrichment activities such as dance, sports and working with professionals such as opera singers and artists in residence. An example is how staff and pupils worked together to produce a beautiful art installation of pottery plaques. This is set in the trees in the outdoor area and is now a valued reflection area. A culture of respect is cultivated within relationships and through the curriculum, so that pupils are made to feel special. A recent project on belonging reinforced this. Pupils eagerly share their 'belonging boxes' brought from home to display in the class reflection areas. The trust provides valuable support to leaders, who share their expertise reciprocally with other schools. The relentless drive to support those pupils and adults who have additional social, personal or learning needs makes the vision a living reality. All are treated with compassion and dignity. Additional provision, such as play therapy and one-to-one personalised support, drive the vision and secure positive mental health and wellbeing. Pause weeks and 'prayer spaces' allow pupils to engage in creative activities in order to consider life's deeper questions. These enable personal reflection, providing further opportunities for spiritual flourishing.

Highly inspirational collective worship is vibrant, fully inclusive and central to the school community. It has a substantial impact, enabling pupils and adults to flourish spirituality through prayer and reflection. Centred around the vision and values, worship is greatly valued by both adults and pupils. It provides a time of peace and calm at the start of every busy school day. They explain that the parable of the 'Lost Sheep' helps them to understand that everyone is special and loved. Spiritual flourishing is further deepened by pupils' enthusiasm for singing, as evident during an uplifting rendition of 'Together'. The school is proactive in supporting the needs of vulnerable pupils so they can fully engage in worship. Celebration assembly is enjoyed by both adults and pupils. It is a time of affirmation when pupils are rewarded for living out the school vision and values. Planned times for personal reflection outside of worship, such as daily 'Time-In' sessions, foster spiritual growth effectively. Leaders benefit from the support of the diocese, which provides excellent guidance on collective worship planning. Services at the church and weekly visits by clergy to lead worship contribute to the whole school community flourishing together.

The vision inspires a culture of nurture and love, resulting in caring relationships in this inclusive community. The embedded values of the school ensure that all remain responsible for their own and others' wellbeing. For instance, older pupils readily serve each other as buddies or school councillors. Positive mental health and wellbeing are prioritised by leaders. As a result, pupils and adults, including those who are vulnerable, feel valued and therefore flourish. Leaders actively encourage staff to advance their careers and grow personally. Opportunities for staff professional development empower them to thrive. Parents and staff feel they are well supported, especially when experiencing difficulties or going through sad times. This means that relationships are strong and built on trust. Within the school community, there is a keen emphasis on teamwork, reflection and



resilience. Therefore, teaching and support staff are motivated to live out the vision within their daily interactions. A values-based behaviour system ensures that pupils learn to treat one another with respect using the school's mantra, 'try hard, be nice'. They appreciate receiving merits for exemplifying the values and acting as role models to others.

Opportunities to consider the needs of the local community are promoted through fundraising activities. The school supports local causes and national charities. These include food banks and projects with the Salvation Army. The behaviour of older pupils demonstrates a mature sense of responsibility. This is exemplified in the way they take on numerous leadership roles such as head boy and girl, house captains and sports captains. Each year group incorporates a social action project within their planned learning. These include local area litter picking and facilitating a clothes bank for the whole community. They campaign for recycling facilities and raise awareness of problems such as parking around the school. Pupils' understanding of injustice and opportunities for pupil-led social action are less developed.

RE has a high status across all year groups, making an excellent contribution to pupils' academic development and spiritual flourishing. Effective leadership ensures that the RE curriculum reflects the vision well. It meets the needs of pupils and develops appropriate religious knowledge. They are able to consider a wide range of different religions, cultures and worldviews. However, pupils have less awareness that Christianity is itself a multi-cultural world faith. RE books include thoughtful responses in answer to big questions, such as, 'Who am I and where do I belong?' The questions challenge pupils to think deeply about the beliefs of others and make spiritual connections. Leaders have a deep commitment that all pupils should have equity in learning and opportunities. As a result, the school brings the possibility to all of 'life in all its fullness.

Information

Address	Fletcher Close, Ottershaw, Surrey KT16 0JY		
Date	17/09/2024	URN	146419
Type of school	Primary Academy	No. of pupils	234
Diocese	Guildford		
MAT	Member of the Good Shepherd Trust.		
Headteacher	Jo Hastings		
Chair of Governors	Mick Webb		
Inspector	Jenny Earp		