

Shottermill Junior School

Inspection report

Unique Reference Number	124979
Local Authority	Surrey
Inspection number	359811
Inspection dates	18–19 May 2011
Reporting inspector	David Marshall

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Bob Tindall
Headteacher	Linda O'Boyle
Date of previous school inspection	4 December 2007
School address	Lion Lane Haslemere GU27 1JF
Telephone number	01428642096
Fax number	01428644823
Email address	office@shottermill-jun.surrey.sch.uk

Age group	7–11
Inspection dates	18–19 May 2011
Inspection number	359811

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by two additional inspectors. During the inspection, 17 lessons and 10 teachers were observed. Discussions were held with staff, members of the governing body, parents and carers, and pupils. Inspectors observed the school's work and looked at documentation, including the school's development plan, the tracking of pupils' progress, provision for those pupils identified as having special educational needs and/or disabilities, and the minutes of governing body meetings. In addition, questionnaires from 157 parents and carers, and others from staff and pupils, were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effective the school's strategies for assessment are, what they say about pupils' achievement, and how well pupils are enabled to be involved in assessing their own learning.
- Pupils' personal development and the effectiveness of the school's measures to enhance, spiritual, moral, social and cultural development.
- How well the curriculum and extra-curricular activities contribute to the overall outcomes for pupils. In the light of recent changes, the effectiveness of leaders and managers at all levels, including the governors, in enabling continuity and improvement.
- In the light of recent changes, the effectiveness of leaders and managers at all levels, including the governors, in enabling continuity and improvement.

Information about the school

Shottermill is an average-size, two-form-entry school. A large number of pupils live out of the county in Hampshire and West Sussex. The school currently has average class sizes of around 26. The proportion of pupils known to be eligible for free school meals is below the national average. An average number of pupils have special educational needs and/or disabilities. These needs include behavioural, emotional, social and physical difficulties. The pupils are predominately of White British heritage. There are very few pupils who speak English as an additional language.

The former deputy headteacher was appointed to a headship in January 2011. The post has been filled temporarily by a member of the school management team. The school has achieved a number of awards, including Activemark and the International School Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Shottermill Junior is a good school. It has improved significantly in many respects since the previous inspection and now has a considerable number of strengths. Its self-evaluation is accurate: the headteacher and the governing body have a good understanding of the school's strengths and, with all staff, they have carefully identified priorities and have systematically tackled them. The shared commitment to make the school the best it can be and its strong track record of performance mean it is well placed to build on its strengths and has a good capacity to sustain its improvement. As one parent observed, reflecting the views of many, 'I strongly believe this is a well-run school. The children are very happy, keen to learn and take part in all opportunities offered. I could not ask for more.'

Pupils' attainment has been well above average at the end of Year 6 for a number of years. Due to the effective organisation and careful early assessments, pupils begin to make very good progress immediately on entering the school. National test results in Year 6 in 2010 were high, and were generally in line with the school's own carefully formulated targets. Achievement is good throughout the school due to the rigorous systems to track the progress of each pupil and to identify where additional teaching will be most beneficial. There was, however, as the school recognised, a difference in pupils' achievement in writing last year when compared to that in other areas. The reasons for this unexpected dip in results have been analysed with great rigour and there are now good programmes in place to address this. School assessments show that these are being very effective. Pupils achieve well across a wide range of subjects.

All staff work hard to create attractive classrooms with imaginative displays, and therefore provide a very positive learning environment. The overall quality of teaching is good and lessons are planned to make sure that all pupils enjoy learning. Over the last two years, staff have begun to provide a different and more exciting approach to the curriculum to inspire pupils to learn even better. This method is based on a more refined analysis of what skills pupils need and how best they can be acquired. Although there are outstanding lessons where these very effective teaching and learning approaches are evident, these methods are not yet adopted consistently throughout the school. Occasionally, opportunities for pupils to practise their developing skills in English and mathematics are missed.

The pastoral support, guidance and care provided for all pupils are excellent and, as a result, by the time pupils leave the school they are mature and thoughtful young adults, who understand what they need to do to make progress. Pupils behave exceptionally well in lessons and around the school and feel very safe, reflecting the staff's high expectations and their highly effective level of care and moral guidance. Pupils acquire a good

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

awareness of how to live a healthy lifestyle and make a very effective contribution to the school and wider community. Attendance is high, as pupils enjoy all their time at school.

The school does much to promote its place in the local community and works very effectively with many local schools, and local businesses. An audit of the promotion of community cohesion, undertaken by members of the governing body and staff, is underpinned by a careful analysis of the school's context. The school's global links are excellent, reflecting its International School Award. Pupils' awareness of, and preparation for, living and working in a culturally diverse United Kingdom are being developed well.

What does the school need to do to improve further?

- Ensure that changes in the curriculum are embedded in all classes so that:
 - pupils are given the maximum opportunities to practise and reinforce their skills and learning in English and mathematics
 - the exciting and relevant activities that are linked across subject areas are present in all lessons.

Outcomes for individuals and groups of pupils

2

Throughout the school, pupils achieve well and enjoy their learning. All groups of pupils, including the most able, pupils with special educational needs and/or disabilities and those whose circumstances render them vulnerable, make good progress. Pupils enter the school with skills and understanding that are usually above those expected for their age. Discussions with the Year 5 and 6 pupils showed that they become independent and highly motivated learners. Pupils know they have to work hard to be given this independence, and they do.

Pupils who speak English as an additional language are given very effective support that enables them to achieve well. The very effective teaching assistants ensure that those pupils with specific learning needs are also very well supported through identifying their needs early so they make consistently good progress. Pupils' work in classrooms shows that not only is progress in English, mathematics and science good across the school, but also that pupils do very well in other subjects. For example, outstanding displays show the strength of art and design.

Throughout the school, relationships between staff and pupils are excellent and contribute to the positive ethos for study. Pupils' spiritual, moral, social and cultural development is good, contributing to their excellent behaviour. The pupils' very high level of enjoyment in their learning is reflected in the high rates of attendance and punctuality. They show very caring attitudes to each other and the environment.

The school has achieved the Activemark and so pupils acquire a good understanding of healthy living, and a good awareness of how to keep themselves and others safe. In discussions with the school council, the older ones made sure the younger ones had their chance to speak, which was a pleasure to witness. Pupils are keen to show how much they enjoy responsibility, for example as monitors or buddies. The progress made by pupils in English, mathematics, science and information and communication technology, combined with their keen appetite for teamwork and their zest for learning, prepares them well for their transition to the next stage of their education.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching and learning are good. In almost all lessons there are strong elements that help pupils of all abilities to make good progress but, as the school recognises, teaching could be even better. In the large majority of cases, teachers set out clear objectives and sessions are well managed. Pupils experience a good mix of listening to the teacher, responding to questions and opportunities to discuss their work among themselves. This experience, along with good strategies to manage pupils' behaviour, means that pupils are attentive and display good attitudes to learning.

The curriculum has been very carefully developed since the last inspection to improve pupils' learning by adding extra relevance and enjoyment. There are now many aspects, such as the themed topics and those which focus on pupils' interests in Year 6, which are effective and fully enjoyed. However, pupils' progress slows occasionally as not all teachers harness this innovative planning to the same degree.

The impact of the school's outstanding support, guidance and care is evident in the pupils' excellent standards of behaviour and in their good social development. Vulnerable pupils, often coming in from other schools, are extremely well supported and the school works very effectively in partnership with a range of agencies to meet their needs.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides outstanding leadership, drive and ambition to sustain the school's good capacity to improve. Recent unavoidable changes in the leadership team have not diminished the efficiency of the school's organisation as staff are focused on further improvement and work very well together. Everyone, including the administrative team and caretaking staff, are considerable assets to the school and are very much appreciated by all concerned.

The school knows itself very well and sets the right targets to become even better. Documentation is impressive and the evaluation of the school's work is honest and accurate. The very effective governing body is fully involved in this process, scrutinising decisions and requesting explanations where necessary. It holds the school to account in a challenging but supportive manner. The opinions of parents and carers are very carefully noted and acted upon. The headteacher has introduced a very successful parent forum which meets twice a term to share information and raise concerns. The work of the school's parent-teacher association is also highly valued.

Very close attention is paid by staff at all levels to ensure a good quality of safety and care for the pupils. There are, for example, thorough procedures for ensuring the safeguarding of pupils through the checks made on all adults who work in the school. The staff are effective in promoting equality of opportunity and tackling discrimination across all aspects of the school's work. The contribution the school makes to community cohesion is good. The school is implementing its plans for greater national links in order to raise this aspect of the promotion of community cohesion to the level of the rest of its provision.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The proportion of questionnaires returned was above the national average. The overwhelming majority of these parents and carers, like those who spoke to the inspection team, were very happy with the school. They considered that the school is very well led and managed and has a dedicated team of staff. They agreed that the school has a very warm, supportive and friendly atmosphere and most felt their children make good progress. Inspection evidence shows that all pupils over time, including those with special educational needs and/or disabilities, are making good progress. Parents and carers were particularly impressed with the pastoral support their children receive. Evidence from this inspection supports parents' and carers' positive views. The very small number of parental concerns were followed up during the inspection as part of the general gathering of evidence.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shottermill Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 157 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	86	55	67	43	1	1	0	0
The school keeps my child safe	100	64	56	36	0	0	0	0
My school informs me about my child's progress	64	41	88	56	4	3	0	0
My child is making enough progress at this school	59	38	85	54	11	7	0	0
The teaching is good at this school	73	46	80	51	2	1	0	0
The school helps me to support my child's learning	57	36	90	57	7	4	0	0
The school helps my child to have a healthy lifestyle	65	41	89	57	2	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	65	41	80	51	3	2	0	0
The school meets my child's particular needs	58	37	88	56	8	5	1	1
The school deals effectively with unacceptable behaviour	55	35	84	54	8	5	1	1
The school takes account of my suggestions and concerns	54	34	85	54	9	6	1	1
The school is led and managed effectively	78	50	73	46	3	2	0	0
Overall, I am happy with my child's experience at this school	78	50	75	48	2	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



20 May 2011

Dear Pupils

Inspection of Shottermill Junior School, Haslemere GU27 1JF

I am writing to thank you for your help when we inspected your school and to let you know what we found out. Yours is a good school. We enjoyed our time spent in your lessons and talking to some of you. We also looked at the work of the school and talked to the staff and governors. We were interested in what your parents and carers think of your school, and we particularly enjoyed listening to what you had to say.

These are some of the things your school does particularly well.

- You all make good progress and enjoy your learning.
- The staff at the school work hard and the headteacher is doing a good job.
- The way you behave is excellent and you work and play well together.
- You feel safe at school and you know how to be healthy.
- You help your school to be a happy and better place to play and learn.
- You have a good understanding of right and wrong and look after each other.

We have agreed with your school that there are some things that will help it to improve. We have asked the headteacher to make sure that teachers all make their lessons as exciting as possible and set you work that closely matches your interests and needs.

You can help by continuing to listen carefully and take note of what they say so that you can all make the best possible progress in your learning.

Yours sincerely

David Marshall Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.