

Ottershaw Church of England Junior School

Inspection report

Unique reference number	125138
Local authority	Surrey
Inspection number	381053
Inspection dates	15–16 May 2012
Lead inspector	David Shepherd

This inspection of the school 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	204
Appropriate authority	The governing body
Chair	Jayne Mather
Headteacher	Sue Lillywhite
Date of previous school inspection	30 September 2008
School address	Fletcher Road Ottershaw Chertsey KT16 0JY
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Age group	7–11
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Introduction

Inspection team

David Shepherd

Additional Inspector

Barbara Breed

Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 18 lessons led by eight different teachers. Meetings were held with senior staff, five groups of pupils, and two members of the governing body. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at safeguarding documentation, and the school's analysis of its data on pupils' achievement. Questionnaires from 43 parents and carers, 11 staff, and 83 pupils were received and analysed.

Information about the school

This school is smaller than the average-sized primary school. It is federated with the infant school that shares the same site. At present, there is no deputy headteacher. The large majority of pupils are from a White British heritage, with a few from other White or Pakistani heritages. A few pupils speak English as an additional language. A below-average proportion of pupils is known to be eligible for free school meals. The proportion of pupils supported by school action plus and with a statement of special educational needs is average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The school has achieved an Eco Schools award and an Activemark 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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school. It is not yet good because progress overall, particularly in reading and writing, is not better than satisfactory and teaching is not consistently good or better. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Achievement is satisfactory. Pupils' attainment is broadly average. Progress is faster in mathematics than in reading and writing and is satisfactory overall. At times, not enough guidance is given to help some pupils read unfamiliar words and there are insufficient opportunities for pupils to consolidate their writing skills across the curriculum. That prevents their progress in reading and writing from being good.
- Teaching is satisfactory. Some is better and, in these cases, provides pupils with extensive support and guidance. However, some is not pitched at the correct levels for pupils' abilities and the pace of learning slows. On occasions, marking does not always show pupils what they need to learn next, which hinders them in improving their work.
- Pupils' behaviour and safety are good. Pupils settle down to their work quickly and have positive attitudes to learning. Parents, carers, pupils, and staff report that behaviour is good. The learning environment is safe and industrious because of pupils' considerate behaviour. Pupils are looked after well, resulting in them feeling safe.
- Monitoring and evaluation of teaching and school performance are managed adequately. A number of improvements in achievement have been made over a sustained period of time. Senior staff are developing their skills to monitor and evaluate learning to bring about further improvements, but do not always have sufficient opportunities to make a full impact on pupil outcomes. The key issues from the previous inspection have been implemented fully.

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What does the school need to do to improve further?

- Raise achievement in reading and writing from satisfactory to good by July 2013 by:
 - ensuring all pupils, including disabled pupils and those with special educational needs, have the skills necessary to read unfamiliar words
 - providing pupils with more opportunities to consolidate and extend their writing skills across the curriculum.
- Improve the quality of teaching to good or better by December 2012 by ensuring that consistently all teachers:
 - increase the pace of learning
 - ensure that activities are pitched at the appropriate levels of pupils' abilities
 - indicate to pupils in marking the next steps in their learning and provide them with opportunities to act on the guidance given.
- Increase the impact of leadership and management on raising achievement by:
 - extending the training of senior staff in the techniques of monitoring and evaluation
 - providing leaders with more opportunities to monitor and evaluate teaching and progress in their areas of responsibility
 - devising and implementing plans to correct weaknesses that focus on pupil outcomes.

Main report

Achievement of pupils

Pupils join the school with attainment that is broadly average. They make satisfactory progress, so that attainment in reading, writing and mathematics is broadly average by the end of Year 6. A decline in attainment has been halted and a rising trend is clearly evidenced in school data and by standards seen by inspectors in lessons and in pupils' books, especially in mathematics. For example, in a Year 5 class, pupils made good progress in learning that percentages are parts of a whole because the lesson was planned for pupils' different ability levels and the learning was introduced in a carefully thought out, step-by-step way. The lesson built upon the pupils' previous learning effectively and they consolidated their learning well by discussing it with their partners. Both boys and girls achieve at similar levels to their peers nationally. Disabled pupils and those with special educational needs make satisfactory progress overall. That is because their needs are identified accurately and they receive appropriate guidance and support, especially when being taught by teaching assistants in small groups.

Pupils enjoy reading and talk about their favourite authors. Most read confidently, but some lower-attaining pupils, including disabled pupils and those with special educational needs, sometimes get stuck when coming across unfamiliar words, because they do not receive enough regular guidance about the sounds individual

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letters and groups of letters make. That prevents their progress from being good in reading.

Almost all parents and carers think the school does a good job in developing their children's skills in reading, writing and mathematics, and pupils agree with their views. However, inspection evidence found progress to be satisfactory overall. For example, pupils working independently in a Year 3 class did not make good progress during a guided reading lesson because they did not receive sufficient guidance during their work about how to improve.

Quality of teaching

Inspectors found evidence of better teaching, but found that teaching is satisfactory overall. Most parents and carers and all pupils indicated in the inspection questionnaires that teaching is good. The strengths of teaching include setting pupils activities that enthuse and motivate them, ample and timely opportunities for pupils to reflect on their learning with a partner, and effective use of probing questions that extend pupils' thinking. Good use is made of technology to make learning clear to pupils. Occasionally, the introductions to lessons are too long, preventing pupils from having enough time to complete their work, and this slows progress. Activities are not always planned precisely enough at the different levels of pupils' abilities to accelerate the learning of the more-able and lower-attaining pupils in particular. Teachers encourage pupils in their marking, but do not always let them know the next steps to take in their learning, or give them enough opportunities to correct their mistakes and respond to suggestions made.

Some lessons engage and excite pupils in their learning. For example, in a Year 4 lesson, pupils were eager to create and understand dilemmas based upon the book, *Friend or Foe*. They took part in role play willingly as some pupils listened to and responded to the dilemmas created by their classmates. That promoted their moral development effectively. Year 6 pupils made strides in their spiritual development as they considered the meaning of enlightenment to Buddhists, as a result of the teacher's skilful questioning. Pupils' spiritual development is promoted further by all classrooms including displays that provide reasons for working well with their partners and pupils change their partners on a regular basis. One reason given is that 'We can learn that there may be more than one good idea.'

The school emphasises the importance of teaching basic skills. While the teaching of reading is adequate, some pupils find reading new words difficult. This is because a programme of systematic phonics (the sounds that letters represent) is not fully developed. The pupils make satisfactory progress overall in their reading because of the individual support they receive from teaching assistants. Pupils write at length in their literacy books, especially during Big Write lessons, but do not always have sufficient opportunities to write for different purposes in subjects such as geography, history, and science.

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Disabled pupils and those with special educational needs make satisfactory progress overall. Some find reading new words difficult because they do not always know the sounds letters make and they cannot easily build up the sounds to help them read unfamiliar words. Occasionally, activities are not always matched to their abilities, and this slows down the progress they make. However, the support provided for them in small groups by teaching assistants enables them to make satisfactory progress.

Behaviour and safety of pupils

Pupils try hard with their work because relationships are good and they want to please their teachers and teaching assistants. They listen attentively, are ready to learn, and respond promptly to questions and instructions. They take good care with their work and present it neatly, so that it is easy to read. During lessons, pupils listen and discuss their work extremely well in pairs and these occasions contribute effectively to their progress. Behaviour at playtimes is good, with pupils playing games with each other happily. The pupils carry out a range of useful tasks around school, including litter picking, collecting waste for recycling, and helping tidy away plates and cutlery at lunchtimes.

Pupils are aware of the strategies used by the school for managing behaviour and any bullying, which is mainly name calling. In replies to the inspection questionnaire and in discussions with inspectors, most pupils think the behaviour policy is fair and applied appropriately and their parents and carers agree with them.

All pupils indicated in the questionnaire that they feel safe at school and all their parents and carers agreed with them. Pupils have a good understanding of the risks they face and how to keep safe. For example, pupils of different ages told inspectors how they keep safe on roads, around water, and in the event of fire. They have a good understanding also of internet and mobile phone safety. Attendance is above average, reflecting pupils' enjoyment of school.

Leadership and management

The headteacher has a clear vision for the school and is focused firmly on improvement. Correct priorities for improvement have been identified and appropriate actions to correct weaknesses are being implemented adequately. The programme of professional development for staff, including performance management, is contributing effectively to improvements at the school and raising attainment, especially in mathematics. Attendance has risen sharply and is now above average. However, in this federated school that does not have a deputy headteacher at present, the headteacher is taking on much of the responsibility for monitoring teaching and learning. Whilst other senior leaders are developing their skills, they do not have sufficient opportunities to carry out monitoring activities to have the most impact on outcomes for pupils. In spite of this, the sustained improvements over the past few years demonstrate that the school has the capacity to improve.

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The curriculum complies with statutory requirements and meets pupils' needs satisfactorily. A range of visits to places of interest and visitors to school enrich the curriculum. Work in subjects such as geography, history, and science, while satisfactory, does not always provide pupils with sufficient opportunities to consolidate and extend their writing skills. The promotion of pupils' spiritual, moral, social, and cultural development is a strength. Pupils are aware of their rights and responsibilities because these are taught well. They help determine their class rules and understand the consequences of not abiding by them. Pupils use historical texts to learn the reasons for actions taken in the past. They learn about different world religions and places around the world, including Egypt, Greece, and India, and this promotes their cultural development effectively.

The governing body provides good support to the headteacher and is keen for the school to do well. Governors visit the school regularly and write reports on each of their visits that indicate their support and encouragement for the school. The governing body provides an adequate level of challenge, but does not always receive enough information about achievement in order to ask more probing questions. Safeguarding procedures comply with statutory requirements and keep pupils safe. All groups of pupils achieve satisfactorily because the school promotes equality of opportunity for all groups of pupils and tackles discrimination appropriately. An analysis of individual case studies indicates that provision is allocated effectively to pupils whose circumstances may make them vulnerable and there are examples of some of these pupils making good progress.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



17 May 2012

Dear Pupils

**Inspection of Ottershaw Church of England Junior School, Chertsey
KT16 0JY**

Thank you for making us so welcome when we visited your school recently. We enjoyed meeting and talking to you. Thank you to those of you who completed the questionnaire for us. We found your responses very helpful. You go to a satisfactory school where adults work hard to prepare you for the future. The progress you make in lessons is satisfactory. Here are some of the strengths we found.

- You enjoy school and get on well with each other.
- You feel safe and work in a calm, colourful and stimulating environment.
- You like your teachers and teaching assistants and try your best to please them.
- You are well mannered and courteous to each other and adults.
- You are enthusiastic about all the different activities provided for you.
- You enjoy reading and talking about books and stories you have read.

We have asked your headteacher, teachers and the governing body to do three things to make your school even better:

- to provide you with more guidance about reading new words and more opportunities to write in topic work and science
- to make sure that activities make you think carefully and give you more opportunities to carry out your work in lessons, and that marking tells you what you need to do next with time to improve your work
- to make sure that teachers check that you are learning well in different subjects.

All of you can help by continuing to work very hard.

Yours sincerely

David Shepherd
Lead inspector (on behalf of the inspection team)

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