

# Ottershaw Church of England Infant School

Fletcher Close, Ottershaw, Chertsey, KT16 0JT

**Inspection dates** 8–9 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because:

- Pupils' achievement requires improvement because their progress is not consistently strong across the school.
- Teaching does not always build closely on pupils' different starting points, slowing the pace at which skills improve. Time is wasted because pupils stay on the carpet for too long at the start of lessons.
- In the Early Years Foundation Stage, children do not have enough opportunity to improve their writing skills, especially when working outside. Some work lacks purpose and does not move children's learning on quickly enough.
- Leaders and managers at all levels, including the governing body, have ensured that attainment has not fallen significantly since the previous inspection but they have not provided enough challenge and guidance to teachers to help to iron out inconsistencies in provision that have emerged since then. The high turnover of staff means that initiatives have not always been sustained well enough over time.
- The federation between the infant and junior school has not proved beneficial in improving pupils' progress. Responsibilities are shared between the two schools, but on occasion some senior leaders take on too much.

### The school has the following strengths:

- Despite uneven progress, pupils' attainment is above average by the end of Year 2 in most years.
- Pupils thoroughly enjoy school. They feel safe and behave well both in and out of lessons.
- Pupils are sociable and articulate and get on well with each other. They learn important values such as politeness and respect and show good concern for the needs of others.
- With good recent support and challenge from the local authority, leaders are now doing the right things to improve provision more quickly and the pace of improvement is already picking up.
- Parents and carers support their children's learning well. They are pleased with the work of the school, especially its 'family atmosphere' and the way that it looks after their children.

## Information about this inspection

- The inspectors observed 16 lessons, many of which were joint observations with the executive headteacher or deputy headteacher. In addition, the inspectors made a number of short visits to lessons.
- Meetings were held with pupils, members of the governing body, members of staff and with a representative from the local authority.
- The inspectors took account of the 26 responses to the online questionnaire (Parent View). They also talked to some parents and carers individually at the start and end of the school day.
- The inspectors observed the school's work and looked at a number of documents, including the school's own information about pupils' learning and progress, planning and monitoring documents, the school development plan, records relating to behaviour and attendance and safeguarding documents.
- The inspectors analysed 12 questionnaires from staff.

## Inspection team

Mike Capper, Lead inspector

Additional Inspector

Deidre Crutchley

Additional Inspector

## Full report

### Information about this school

- This average-sized infant school has seven classes. Pupils in the Early Years Foundation Stage are taught in the Nursery and two Reception classes.
- Most pupils are from White British backgrounds, although a small number have English as an additional language.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding given to the school for specific groups of pupils including those known to be eligible for free school meals and children who are looked after by the local authority) is below average.
- The school has been federated with the nearby junior school since September 2007 and shares the same governing body. The executive headteacher and deputy headteacher lead and manage both schools. Both schools were inspected at the same time but have separate inspection reports.
- There have been many staff changes since the school's previous inspection in 2008 and most teachers have been appointed to the school since then.

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

- Improve teaching so that pupils' progress is consistently strong across the school by:
  - planning work that is not too easy or too hard for any pupils
  - ensuring that teachers do not expect pupils to sit on the carpet for too long at the start of lessons and consistently encourage them to work quickly
  - making all activities in the Early Years Foundation Stage purposeful and checking that children are clear about what they are expected to learn.
- Improve writing skills in the Early Years Foundation Stage by:
  - giving children more opportunities to write throughout the day
  - making more use of the outdoor area to develop writing.
- Improve leadership and management at all levels by:
  - reviewing how leadership responsibilities are shared between the infant and junior school and ensuring that no member of staff is taking on too much so that more staff, especially middle leaders or those in charge of subjects, are more involved in monitoring teaching and learning, analysing data on pupils' performance and driving improvement.
  - using systems for managing and improving the quality of teaching more rigorously to set sharp targets for improvement and then checking to see that they are being implemented and sustained.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Despite a slight fall in the school's results in the national assessments in reading, writing and mathematics in 2013, pupils' attainment is above average in most years by the end of Year 2. Their achievement requires improvement because progress, although never less than adequate, is uneven across the school.
- When children start school, most are showing a typical level of development for their age. They make steady progress in the Early Years Foundation Stage. Attainment at the end of the Early Years Foundation Stage rose after the previous inspection, but it fell back again in 2013 to broadly average levels, with writing weaker than the other areas of learning. Physical development is particularly strong, with children benefiting from many opportunities to develop skills when working outside.
- In Years 1 and 2, pupils' progress varies from class to class. Nonetheless, by Year 2, most pupils read and write with reasonable levels of confidence and they count accurately when solving problems. Their handwriting is well developed and most pupils show a good knowledge of letters and the sounds that they make (phonics). This is reflected in the above average scores in the national phonics screening check at the end of Year 1 in both 2012 and 2013.
- More-able pupils make steady progress most of the time but learning slows when work is too easy for them. Disabled pupils and those with special educational needs also make uneven progress. These pupils make the best progress when skills are introduced systematically in small groups in or out of lessons. Pupils with English as an additional language attain at least as well as others by the end of Year 2.
- There are not enough pupils known to be eligible for pupil premium funding to comment on their attainment without identifying them. Funding provides individual support for the eligible pupils in each year group and helps to improve their skills at the same rate as others, closing the gap in attainment steadily rather than rapidly.

### The quality of teaching

### requires improvement

- Teaching requires improvement because teachers do not always make enough use of assessment information to ensure that work is pitched at the right level for all pupils. This means that work is too hard for some and is sometimes too easy for the most-able.
- In some lessons, time is wasted because pupils sit for too long on the carpet at the start of the session. Teachers do not always encourage pupils to work quickly and this also slows the pace at which skills improve.
- In the Nursery and Reception classes, there is a good balance between times where children work independently and times when they work with an adult. However, some independent activities lack purpose and children are unclear about what they are supposed to be learning. Pupils make slower progress in writing than in other aspects of language development because teachers do not give writing a high enough focus in day-to-day activities. In particular, the outdoor area is not always used sufficiently to promote writing.
- There are strengths to teaching across the school. Phonics and handwriting are taught well. Skills are introduced systematically and improve quickly. All teachers have good relationships with their pupils and expect them to behave well. Homework is used well to support learning and is greatly enjoyed by most pupils.
- Teachers make learning enjoyable by giving children good opportunities to explore ideas for themselves. For example, pupils in Year 2 quickly improved their knowledge of symmetry because they were expected to think like mathematicians.
- In both the Nursery and Reception classes, adults provide sensitive support to children, helping them to settle quickly when they start school. Children make good progress when topics are linked together. This was seen to good effect in a lesson when work was linked to a book, with

children writing about owls, acting out the story and drawing and counting owls.

### **The behaviour and safety of pupils** are good

- Parents, carers and pupils agree that behaviour is typically good. Inspectors found that pupils thoroughly enjoy school, behave well and are keen to do their best. Although pupils' progress is not always good, their attitudes and behaviour are not barriers to their learning. Pupils say that 'We need to work hard to do well' and this consistently positive outlook is seen in most lessons. Where there is occasional inattention it is because teachers expect pupils to sit for too long and do not encourage them to work quickly.
- The school successfully promotes equality of opportunity and ensures that there is no discrimination. At playtimes, there is a delightful atmosphere as pupils of different ages and backgrounds play together happily, sensibly sharing resources and looking after each other.
- In the Nursery and Reception classes, children concentrate well when, for example, looking for worms in the 'garden'. They are happy and friendly and are keen to celebrate their successes with others.
- Pupils feel safe. They say that 'There is very little falling out and no bullying.' They know who to turn to if they have a worry and are confident that problems are sorted out quickly. They have a good understanding of how to avoid problems when using modern technology and they explain clearly about the need to be careful on busy roads.
- There is good focus on promoting pupils' health and well-being. Pupils enjoy physical activity in lessons and at playtimes and they learn about healthy eating by growing and eating their own food at the gardening club.

### **The leadership and management** require improvement

- Until recently, the pace of improvement in the school has not been fast enough. The partnership between the federated schools has smoothed the transition between Year 2 and 3 but has proved of limited value in improving learning for pupils in the infant school. Many middle leaders are new to their role and are based in the junior school. This makes it difficult for them to support the deputy headteacher, who takes on too much. Middle leaders are enthusiastic but in most cases they are not yet playing a full part in driving improvement in the infant school.
- Systems for managing the performance of teachers have not secured sufficient improvement. Responsibility for doing this has not, until this year, been shared widely enough, and monitoring is not sufficiently rigorous to ensure that sharp targets are being set and improvements are being sustained.
- The high turnover of staff has made it difficult for leaders to ensure that developments have been maintained over time and built on. However, with good support from the local authority, there has been a sharper focus towards school improvement over the last year. This is already beginning to have a positive effect on pupils' learning. There is a good understanding of what needs to be done and this is reflected in thorough development planning which is identifying the right priorities.
- The school has a wealth of data about pupils' attainment and progress. The deputy headteacher analyses this in detail to see where additional support is needed. For instance, pupils who have fallen behind in phonics are given good support outside lessons to help them catch up. However, responsibility for checking data is not shared widely enough among all staff.
- The curriculum (subjects and topics taught) soundly promotes basic skills in literacy and numeracy. It is enriched well by visits and links with the local community. These contribute well to pupils' spiritual, moral, social and cultural development. Pupils keenly take responsibility by being playground leaders and show good concern for the needs of others.
- **The governance of the school:**
  - The governing body has an external review of its work scheduled to start shortly after the

inspection. Governors are increasing their skills by accessing training in areas such as how to analyse data about pupils' performance. This has helped them to form a more accurate view of the school's performance in comparison to others. Governors know where teaching is stronger or weaker and they ensure that only good performance is rewarded financially. However, they do not do enough to check that the school's systems for managing the performance of staff are securing sustained improvement by, for instance, reviewing more regularly the performance of senior leaders against targets set at the start of each year. Financial planning is thorough, although there has been a delay in spending the new Schools Sports Fund (additional government funding to support the development of school sports) due to difficulties in finding suitable providers to work with children and to develop the skills of teachers. Governors check that the pupil premium is being used appropriately to support the small number of eligible pupils. Procedures for safeguarding pupils meet requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	125155
<b>Local authority</b>	Surrey
<b>Inspection number</b>	426637

This inspection of the school 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>	221
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jayne Mather
<b>Headteacher</b>	Sue Lillywhite (Executive Headteacher)
<b>Date of previous school inspection</b>	29–30 September 2013
<b>Telephone number</b>	01932 873652
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