

Ottershaw Church of England Junior School

Fletcher Road, Chertsey, Surrey, KT16 0JY

Inspection dates

8–9 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
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 not all pupils, especially the more able, do well enough in writing and mathematics, and progress is inconsistent across the school.
- Teaching requires improvement because pupils are not always given work that is just right for them or that moves learning on quickly.
- Teachers do not check that pupils act on the advice they have been given through marking.
- Leaders and managers, including governors, do not have a clear enough understanding of how well groups of pupils are doing so that they can act swiftly when there are dips in progress.
- The leadership of teaching requires improvement because it is not rigorous enough to make sure that teaching improves quickly and is consistently good or better.

The school has the following strengths

- Attainment is above average, especially in reading.
- Pupils feel safe at school and their behaviour is good. They enjoy coming to school and take pride in their work.
- Teachers are enthusiastic and manage behaviour well.
- Spiritual, moral, social and cultural development is promoted well and supports pupils' awareness of the part they play in helping others and the environment.
- The school is improving steadily.

Information about this inspection

- The inspection team observed teaching in 16 lessons. Three lessons were observed jointly with the headteacher or deputy headteacher.
- Meetings were held with senior leaders, teachers, pupils, members of the governing body and a representative from the local authority.
- The inspectors took into account 34 responses to the online Parent View survey and held informal discussions with a random sample of parents.
- The inspectors considered the views expressed in survey responses from 14 members of staff.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents, checks on the quality of teaching, the school development plan, records relating to behaviour and attendance, and safeguarding documents.

Inspection team

Alison Cartlidge, Lead inspector

Additional Inspector

Olson Davis

Additional Inspector

Full report

Information about this school

- This is a broadly average-sized junior school.
- The proportion of pupils for whom the school receives the pupil premium funding (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 the national average. There are currently no looked after pupils at the school.
- The proportion of pupils on the register of special educational needs at school action is broadly average and the proportion at school action plus or with a statement of special educational needs is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There has been a high turnover of teaching staff in the last two years, with five new teachers joining the school in September 2013 and changes being made to the leadership team.
- The school has been part of a hard federation with Ottershaw Infant School since September 2007 and shares the same executive headteacher, deputy headteacher and governing body. The two schools have been inspected at the same time but have separate inspection reports.
- The breakfast and after-school clubs held at the school are run independently and did not form part of this inspection.

What does the school need to do to improve further?

- Ensure teaching is consistently good or better, by:
 - providing work that is hard enough for all groups of pupils and moves learning on quickly
 - varying activities in lessons so that pupils' interest is maintained
 - checking that pupils act straight away on advice given through marking.
- Increase progress in writing and mathematics, by:
 - extending opportunities for pupils to write at length for a wide range of purposes
 - providing greater challenge during mental mathematics sessions.
- Develop leadership at all levels, including governance, by:
 - making sure that all leaders have a clear understanding of how well groups of pupils are doing and act swiftly to remedy dips in progress as soon as they arise
 - ensuring that procedures for checking up on and improving teaching are rigorous and lead to rapid improvement.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because progress is inconsistent across the school and the more able pupils in particular do not do well enough. The more able do not complete hard enough work frequently enough or are expected to challenge themselves. For example, in mental mathematics sessions they often complete the same work as other pupils when they are capable of harder work.
- Attainment on entry to the school in Year 3 is above average in most years. Attainment by the end of Year 6 is above average overall, although pupils do better in reading than in writing and mathematics. There has been a steady upward trend since the last inspection, but in 2013, attainment dipped in writing. Leaders have correctly identified that pupils have too few opportunities to write at length for a range of purposes across the curriculum and do not consistently work fast enough in mathematics.
- Pupils entitled to the pupil premium funding do not all make enough progress to close the attainment gap between themselves and other groups of pupils. In 2012 they were about a year behind other pupils at the school in English and mathematics.
- Disabled pupils and those with special educational needs make good progress in reading but inconsistent progress in writing and mathematics. Some additional activities, especially to support reading, are effective, but these pupils are not always given suitable work in lessons.

The quality of teaching

requires improvement

- Teaching requires improvement because teachers underestimate what pupils could achieve, especially the more able pupils. They give clear explanations to pupils about what they are expected to do, but work is not always hard enough.
- In some lessons teachers carry on with the same activity for too long when it is clear that pupils are ready to move on to a different task or something more difficult. On these occasions the pace of learning slows because pupils understandably start to lose concentration.
- Marking has improved since the last inspection, although teachers do not all make sure that pupils act on their advice quickly. When this happens pupils continue to make similar mistakes in their work.
- Teachers are enthusiastic and are keen to develop their teaching. They form good relationships with the pupils they teach and consequently manage their behaviour well. For example, in a science lesson in Year 6, pupils worked sensibly with a range of resources testing which solids dissolve in water, because the teacher set clear boundaries.
- Pupils especially enjoy lessons where activities are varied and motivating. For example, in Year 4 pupils were inspired to improve their use of adjectives and adverbs when using their senses during a visit to the school woodland.
- Teaching assistants work well with small groups of pupils, especially when they have been given tasks that are just right for the pupils' level of ability. For example, in Year 3, clear guidance was given to disabled pupils and those with special educational needs when they were learning about lines of symmetry. Good questions such as 'why is it symmetrical?' supported their understanding effectively.

The behaviour and safety of pupils

are good

- Pupils feel safe at school and behave well. Their respect for members of staff and other pupils is evident in their friendliness and good manners. They try hard and work well in pairs.
- When pupils make less progress than they should it is not because they do not behave well, but because the teacher provides work that is not right for them. On these occasions pupils can

become a little bored and restless.

- Pupils behave well on the playground and are mindful of the safety of others when they play. Pupils from differing backgrounds mix together amicably. They are confident and talk knowledgeably about how to stay safe. They understand about different types of bullying, including cyber-bullying, and are happy with the way members of staff deal with their concerns.
- Older pupils enjoy taking responsibility for a range of tasks. For example, they help new pupils to settle into school quickly and are keen to care for the environment by running a 'bug hotel'.
- Rates of attendance are above the national average and the school is vigilant in monitoring absences from school.
- All the parents who responded to the Parent View survey agreed that pupils feel safe at school and most are happy with behaviour. Pupils themselves say that behaviour is good; as one pupil said, 'the classroom is calm and purposeful'. They are honest and agree that occasionally they are 'a bit chatty' when they should be working.

The leadership and management

requires improvement

- Leaders do not all have a clear enough understanding of how well various groups of pupils are doing so that they can take swift action as soon as dips in progress occur. Since the last inspection, information on how well pupils are doing is now collected more diligently, but not analysed sufficiently so that areas for improvement can be spotted straight away.
- Leaders check up on how well teachers are doing and steady improvements have been made, although teaching is not consistent enough to be good overall.
- The school has a largely accurate understanding of how well it is doing and leaders know what they need to do next to make the school good. The rate of improvement has been slowed by the many changes to the teaching staff, including changing roles of leaders. Nevertheless, there is a renewed enthusiasm to bring about positive changes.
- The large majority of parents are positive about the school, especially that their children are looked after well by members of staff and made to feel safe. They typically make comments such as, 'staff are very approachable' and 'the children are happy and have good friendships'.
- Funding for pupils in receipt of the pupil premium pays for specialist teaching and access to clubs. The impact of this work is not fully checked, and while some pupils do well, others do not catch up sufficiently.
- Spiritual, moral, social and cultural development is a strength in provision that is promoted well through the use of visits and visitors. Pupils learn to appreciate what is important in life through topics shared in lessons and collective worship. The school promotes equal opportunities and tackles discrimination effectively. Consequently, pupils show compassion and are keen to help the less fortunate.
- The curriculum is broad and balanced but is not consistently challenging enough in writing and mathematics. The school has not spent the specific additional government funding for physical education but is in the process of recruiting an athletics coach. The clubs and lessons in physical education are appreciated by the pupils and contribute to their health and physical well-being.
- The local authority provides appropriate support for this school. Improvements have been made since the last inspection in the quality of teachers' marking and there has been a steady rise in attainment.
- Safeguarding arrangements meet requirements. Members of staff are trained to care for the pupils and are checked for suitability for working in schools.
- The hard federation has been successful in improving the transition of pupils from one school to the next and parents appreciate that school policies are shared across the two schools. It has been advantageous socially and for joint training for staff, but has not had enough impact on pupils' achievement to move the junior school from being satisfactory to good. There is insufficient evidence to suggest that the federation enhances the school's value for money.
- **The governance of the school:**

- Governance requires improvement, although recent changes have made governors more aware of strengths and areas for development. They are beginning to hold the school to account for its actions. An external review of governance has been arranged with the local authority to enhance this work. Nevertheless, governors know how achievement at the school compares with other schools, what teaching is like and how good teaching is to be rewarded and weaker teaching supported. They do not always check up on how well targets set for senior leaders are being achieved.

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

Unique reference number	125138
Local authority	Surrey
Inspection number	426538

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	220
Appropriate authority	The governing body
Chair	Jayne Mather
Headteacher	Sue Lillywhite (Executive Headteacher)
Date of previous school inspection	15–16 May 2012
Telephone number	01932 872323
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