

# Shottermill Junior School

Lion Lane, Haselmere, Surrey, GU27 1JF

**Inspection dates** 23–24 October 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- Leadership is good. School leaders and governors have high expectations for both staff and pupils. They have maintained good standards of teaching and achievement since the previous inspection and are well placed to improve further.
- The new headteacher has quickly established good working relationships with staff, governors, parents and pupils. Together, they have a clear view of what needs to be further improved.
- Pupils' behaviour is good both in classrooms and when they move around the school. They are friendly, polite and helpful towards adults and each other. They get on very well together regardless of background.
- Pupils feel safe in school. They are unaware of any bullying and say that adults care for them and make them feel safe.
- Teaching is consistently good across the school. Teachers' lively questioning encourages pupils to respond and to ask questions of their own.
- Teachers frequently check on pupils' learning to ensure that pupils understand what they are expected to do. Teachers provide activities that are relevant and interesting for pupils.
- Pupils' achievement is good. They work hard to reach levels of attainment that are significantly above average in reading and mathematics and above average in writing.
- Disabled pupils and those who have special educational needs progress well. This is because teachers ensure that work is pitched at the right level to meet their learning needs.

### It is not yet an outstanding school because

- Some more able pupils do not always make as much progress as they should. They are not always provided with work that is hard enough for them.
- Pupils' spelling, handwriting and punctuation are not secure and this slows their progress in writing. The presentation of their work is sometimes untidy.
- New subject leaders have not yet had sufficient time to develop their skills and to improve teaching and learning in their subject.

## Information about this inspection

- Inspectors observed pupils working in 18 lessons or parts of lessons, six of which were jointly observed with school leaders. Inspectors looked at work in pupils' books and they listened to pupils in Year 6 read. They attended two school assemblies.
- Meetings were held with school leaders, members of the governing body, groups of pupils and with a representative from the local authority.
- Among the documents scrutinised were plans showing how the school is to develop, minutes from governing body meetings, records of pupils' learning and progress and information regarding the quality of teaching. Inspectors also took into account documentation showing how the school keeps pupils and staff safe.
- The views of parents were taken into account by analysing the 38 responses to the online survey Parent View. Inspectors also met informally with parents during the inspection and took into account two e-mails forwarded to inspectors. The views of staff were considered by analysing the 30 responses to the staff questionnaire.

## Inspection team

Joy Considine, Lead inspector

Additional inspector

Bill James

Additional inspector

## Full report

### Information about this school

- The school is similar in size to the average-sized primary school and pupils are taught in single-age classes.
- The proportion of pupils known to be eligible for pupils premium funding is lower than average. This is additional funding provided by the government to support disadvantaged pupils.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and who have special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- The school meets the government's floor targets, which set the minimum expectations for pupils' attainment and progress.
- There have been substantial changes to the teaching team and the leadership team since the previous inspection. A new headteacher joined the school in September 2014.

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

- Ensure that all teachers provide work that is hard enough for the most able pupils.
- Improve pupils' attainment and progress in writing by ensuring that:
  - they learn how to spell and punctuate their work correctly
  - they write neatly and legibly and always present their work to the highest possible standard.
- Develop the skills of new subject leaders to enable them to play a more effective role in supporting teaching and learning in their subject.

## Inspection judgements

### The leadership and management are good

- School leaders are ambitious and have high expectations for pupils and staff. They all share a drive to improve teaching so pupils make good progress and behave well.
- The new headteacher has carried out a thorough analysis of the school's strengths and has identified what needs to be improved. She has worked in close cooperation with staff and governors to ensure that they are working towards the same vision. Consequently, the school is well placed to improve further.
- Senior leaders visit classrooms regularly to check the quality of teaching. Staff appreciate the support they are given to help them to improve their skills. School leaders acted decisively to tackle previously weaker teaching and consequently it is all now consistently good. Teachers know that their progression on the salary scale links closely to their performance in the classroom.
- New subject leaders have had training but have not yet had enough time to check the work of other teachers and suggest how teaching can be improved in their areas. Other subject leaders regularly visit classrooms to observe teaching, speak to pupils and look at work in pupils' books. This gives them a clear view of where further support and improvement is needed.
- All pupils are warmly welcomed into school, regardless of background. School leaders have used the additional funding effectively to ensure that disadvantaged pupils are not left behind. For example, most of these pupils are taught in small groups to ensure they progress at rates similar to other pupils. Consequently, all pupils have equal opportunities to succeed and discrimination is not tolerated.
- The curriculum is broad and balanced and prepares pupils very well for the next stage of their education. Additional experiences including music and art promote pupils' spiritual, moral, social and cultural development effectively. All pupils have the opportunity to learn to play a musical instrument and the quality of pupils' singing is very high. British values are successfully promoted through the school's core values and the curriculum for personal, social and health education.
- The school has developed new systems to record and check the progress of pupils. This enables leaders to quickly identify those pupils at risk of underachieving and put into place actions to halt the decline. They are currently developing a system of assessment following the removal of National Curriculum levels.
- The school has used the sports funding to provide training for staff so they have greater confidence in teaching all aspects of physical education. Pupils thoroughly enjoy participating in a wide range of activities that keep them fit and healthy.
- The school ensures that all procedures to ensure that staff and pupils are safe meet all statutory requirements.
- The local authority has full confidence in the leadership and governance and provides 'light-touch' support to this good school.

#### ■ The governance of the school:

- Governors are effective. They work closely with school leaders and provide a good level of challenge. They hold school leaders to account for standards across the school. Governors receive good-quality information that enables them to know how well the school performs in comparison with other schools nationally. They know that teaching across the school is good and they ensure that only the best teaching is rewarded. Governors visit the school regularly so they see at first hand how well the school works. Governors have a good range of professional skills that they use to check the work of the school and they actively seek training to help them to develop their work further. The governing body meets all statutory responsibilities, including those for ensuring that staff and pupils are safe in school.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. Pupils enjoy school and this is reflected in their high rates of attendance. They enjoy learning and are responsive to staff. They behave well in class and when moving around the school, even when not directly supervised by adults. They are friendly, polite and helpful towards staff and towards each other.
- Pupils get on well together, regardless of background. They listen to each other in class and they enjoy working and playing together. They will often go out of their way to help each other. Just occasionally, if they finish their work or get stuck, they will start to chat among themselves and that is why behaviour is not outstanding.

- There are caring relationships between staff and pupils. Pupils know that staff are there to help them and consequently say that adults help to sort out the very occasional disagreement that may arise.
- Parents, staff and governors agree that pupils behave well and are happy and safe at school. School records show very few reported incidents of poor behaviour. There have been no recent exclusions.

### Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school because adults are always on hand to listen and help them. They have a good understanding of different forms of bullying, including that related to computers, but they say it rarely happens. They say that pupils are kind and friendly and that everyone gets on well.
- Pupils have a good understanding of how to stay safe outside school from dangers associated with roads, railways and water. They know that tobacco and some drugs can be dangerous.
- The school site is very safe, secure and well maintained.

### The quality of teaching is good

- Classrooms are well managed and organised and promote good standards of behaviour. There is a calm, purposeful atmosphere across the school. The school is clean and tidy, with bright, attractive displays which contain helpful information for pupils.
- Teachers have warm relationships with pupils and this inspires pupils to work hard. Pupils readily respond to teachers' questions and confidently offer their own ideas and opinions; this helps them to progress well. The quality of classroom discussion is good.
- Pupils are grouped for mathematics and English lessons according to their ability. Teachers find that this approach enables them to plan work that is more specifically matched to pupils' needs. This has helped disabled pupils and those who have special educational needs to progress well.
- Teachers' subject knowledge is good and they use it well to demonstrate and explain to pupils what it is they are to learn. Teachers use information and communication technology (ICT) to capture pupils' interest. For example, in a Year 6 English lesson, the teacher showed pupils a short video clip from the film *The Iron Man*. This helped pupils to write a persuasive letter in support of (or not) the iron man being allowed to remain on the farm.
- A common feature of good teaching is the way in which teachers check pupils' learning throughout lessons and provide extra help for those who struggle. They constantly check that pupils understand what they have to do and this helps pupils to progress well. They mark pupils' work thoroughly and provide guidance to help pupils to improve their work. However, they do not always pick up weaknesses in spelling and punctuation and this slows pupils' progress in writing.
- Scrutiny of pupils' books shows that teaching over time is good. Pupils work hard and make good progress in English and mathematics. Pupils often use their literacy and numeracy skills when learning other subjects and this reinforces their understanding. However, there are times when they do not present their work as well as they should and this spoils the appearance of their work.
- Teaching assistants support teachers effectively. They work with small groups of pupils, including those who are disadvantaged, to help them to achieve as well as their classmates. They prompt pupils with specific questions and this helps these pupils to develop confidence to complete their work.

### The achievement of pupils is good

- The most recent assessment information and scrutiny of pupils' work show that pupils now make good progress across the school. By the end of Year 6 their attainment in reading and mathematics is significantly above average. Their attainment in writing is above average.
- Disabled pupils and those who have special educational needs make good progress. Approaches adopted, for example teaching in smaller groups, ensure work is set at the right level and is more precisely matched to their needs. Staff break down work into smaller steps so these pupils understand what they are to learn.
- The most able pupils are provided with harder work than other pupils but it is not always at a high enough level to really challenge them. Consequently, they do not always make as much progress as they should. There are times when pupils finish work quickly and then do not have enough to do.
- The school has been particularly successful in closing the gap in attainment between disadvantaged and other pupils. According to the national assessments in 2013, disadvantaged pupils were about two terms behind other pupils in school in reading and mathematics, and over a year behind in writing. The latest

national assessments show that disadvantaged pupils now reach similar levels to other pupils in reading and mathematics, and are about six months behind in writing. Their attainment in reading and mathematics is better than these pupils nationally and it is similar in writing.

- Pupils have frequent opportunities to read in school both for pleasure and to find information. They say they enjoy reading and are encouraged by teachers to try different authors to broaden their choices. They mostly read fluently and confidently but do not always take enough care in using punctuation to read for meaning and with good expression.
- Mathematics lessons are usually fun and lively and this helps pupils to progress well. Pupils have a good grasp of number that they use to carry out calculations and solve word problems related to real life. For example, pupils in Year 4 converted metric measures to imperial measures with confidence because they have a rapid recall of multiplication facts.
- Although pupils' attainment in writing is above average, it is lower than that in reading and mathematics. This is because pupils do not have a secure enough grasp of basic skills of spelling and punctuation. Their handwriting is not as neat and legible as it should be and their work is sometimes untidy and poorly presented.

## 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>	124979
<b>Local authority</b>	Surrey
<b>Inspection number</b>	444012

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	268
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brian Moulds
<b>Headteacher</b>	Kate Barnes
<b>Date of previous school inspection</b>	18 May 2011
<b>Telephone number</b>	01428 642096
<b>Fax number</b>	01428 644823
<b>Email address</b>	office@shottermill-jun.surrey.sch.uk



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