

Inspection of Shottermill Infant School

Lion Lane, Shottermill, Haslemere, Surrey GU27 1JZ

Inspection dates: 17 and 18 January 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils smile, care and look out for each other. They happily skip into school to learn each day. Tender relationships exist between staff and the young pupils. Parents cannot praise this school enough in how leaders ensure their children are safe and looked after.

Leaders believe that all pupils can succeed. From day one of Reception Year, they instil the school's six values and teach the routines children need to follow. Pupils behave well because staff expect them to. They give pupils helpful reminders so that everything becomes second nature in what to do. Pupils are kind and enjoy making new friends. Staff teach pupils about bullying, and pupils are confident to spot if it were to happen. It rarely does, as pupils know to be respectful.

Community spirit is at the heart of Shottermill Infant School. Pupils' characters develop early on, as they actively contribute to village life. Leaders proactively work on pupils' independence, and pupils are keen to help those in need.

Pupils know they must work hard. They enjoy their learning and are keen to know more and more. Outside of lessons, the playground is brimming with cheerful pupils going about their everyday lives.

What does the school do well and what does it need to do better?

New leaders and governors have a firm grasp of where the school's strengths are and where they need to prioritise further improvements. The local authority has supported the new headteacher and new chair of governors in checking the impact of how successful the desired school improvement goals have been. Leaders have a long-standing staff team right behind them in wanting to provide a high-quality education for pupils. Staff are highly positive about the support and guidance they receive.

The school's curriculum is ambitious and covers the scope of the national curriculum and early years foundation stage. Broadly, leaders have identified most of the knowledge pupils should learn across each year group. Alongside this, leaders have ensured that knowledge builds in logical steps to enable pupils to practise the intended skills. However, in early years, leaders' curriculum thinking is not precise enough in some areas of learning. This is because leaders have not determined first the essential knowledge before they plan activities for the children to carry out.

Reading is prioritised from the moment children begin in Reception Year. The school follows a well-sequenced phonics programme, which is in its second year of implementation. All staff have been expertly trained in knowing how to deliver different parts of the programme. Leaders recognise how important it is that pupils re-read the books that go along with the sounds pupils are learning in the reading

lessons. This is helping to develop pupils' reading fluency. However, restrictions due to the COVID-19 pandemic have hampered some pupils' progress in learning to read quickly. Leaders are addressing this through daily 'keep up' sessions, which target specific pupils in all year groups.

Teachers demonstrate good subject knowledge. When teaching the youngest children, staff explain concepts clearly and with regular reinforcement of key messages. Vocabulary is continually prioritised to ensure pupils have the language to explain their thinking and contribute thoughts and ideas. Teachers question well to help them check what pupils know and what they need consolidating. Subject leaders are continuing to develop their expertise to confidently evaluate how securely pupils have learned the curriculum.

Pupils with special educational needs and/or disabilities (SEND) are fully included in school life and in accessing the curriculum. Leaders quickly identify any additional needs. Through conversations with staff and parents, they have a clear picture of each child's needs. This then translates effectively into classroom practice. Teachers use tailored resources and strategies to enable pupils with SEND to learn the planned curriculum and to achieve well.

In lessons, there is a calm atmosphere, and pupils know to listen to the teacher. Pupils enjoy sharing their knowledge and conscientiously completing their work. At an early age, leaders ensure that pupils listen to stories that promote their personal development. For example, pupils understand that each family can look different, and they understand concepts of right and wrong. Pupils can talk about healthy eating choices and brushing their teeth twice daily.

Governors are passionate about making a difference to the school. Many are new, and so they have actively sought training to fulfil their core duties. As a result, governors have a good understanding of their roles. Despite this, governors are not always digging deep enough into the quality of education for all pupils. Their questions are sometimes not precise enough to ensure leaders get the right challenge and support they need in continuing to improve the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders think smartly in educating the youngest children about how to keep safe. They encourage each child to have a voice and speak up for help, whether it be awareness of road safety, strangers, or how to protect their bodies through the 'PANTS' rules.

Safeguarding is threaded through everything. Leaders teach staff to be alert to any safeguarding risks. Staff receive ongoing training that informs them to act quickly and report any concerns. Excellent communication between adults spearheads this

strong practice. Leaders record this information diligently and know when to contact the local authority to seek help.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some areas of learning in early years, the component knowledge children should learn has not been precisely identified. Sometimes, teachers are thinking about the activities and experiences before considering what it is children should learn. Leaders should continue with reviewing the school's curriculum to ensure that knowledge builds cumulatively and connects to what pupils then learn in key stage 1.
- Governors do not always consistently assure themselves that pupils have learned the ambitious curriculum successfully. Governors should ensure their checks are rigorous and precise to support school leaders in helping all pupils to achieve highly.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	124980
Local authority	Surrey
Inspection number	10242292
Type of school	Infant
School category	Community
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	173
Appropriate authority	The governing body
Chair of governing body	Jennifer Churchill
Headteacher	Elaine Allum
Website	www.shottermill-infant.surrey.sch.uk
Date of previous inspection	13 November 2008, under section 5 of the Education Act 2005

Information about this school

- The headteacher began her new role in January 2021. In September 2022, a new chair of governors was elected.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, staff and pupils. The lead inspector met with three governors, including the chair and vice chair. He held a telephone call with a school improvement advisor from the local authority.

- The inspection team carried out deep dives in these subjects: early reading, mathematics, science, and art and design. To do this, they met with subject teachers, looked at curriculum plans, had discussions with staff and pupils, visited lessons and looked at pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors spoke with staff and pupils. The lead inspector met with the designated safeguarding leads to examine record keeping and actions. This included sampling a range of safeguarding documentation. The team inspector reviewed checks on the safer recruitment of adults.
- Inspectors talked to pupils from different year groups about their learning and experiences at school.
- The views of staff, pupils and parents were gathered through discussions and Ofsted's online surveys.
- The inspection team scrutinised a range of documentation provided by the school. This included leaders' self-evaluation and school improvement priorities, policies, curriculum documents, published information about pupils' performance, pupil premium strategy, school improvement visit reports from the local authority and minutes of governors' meetings.

Inspection team

James Broadbridge, lead inspector

His Majesty's Inspector

Justin Bartlett

Ofsted Inspector

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