

# Inspection of a school judged good for overall effectiveness before September 2024: Shottermill Junior School

Lion Lane, Haslemere, Surrey GU27 1JF

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Inspection dates:

12 and 13 November 2024

## **Outcome**

Shottermill Junior School has taken effective action to maintain the standards identified at the previous inspection.

## **What is it like to attend this school?**

Pupils thoroughly enjoy their time here. It is rare for them to miss school because they want to make the most of every day. They feel well cared for and know staff will help them if they have any worries. The school guides them carefully in how to keep themselves safe, including when learning about online safety.

Pupils are proud of their school. They talk enthusiastically about the many opportunities they have to take on responsibilities such as sports or eco-councillors. They really enjoy and benefit from the wide range of subjects they learn, including specialist art and music facilities. Pupils value the support they receive for reading, such as 'library time' and the 'book clubs' where teachers share a book with pupils. They also like the many extra-curricular activities offered and using the swimming pool and woodland areas.

The school has high expectations for pupils' learning and behaviour. Staff know pupils well and work hard to support them. As a result, these expectations are typically achieved, with most classrooms involving a buzz of activity. The school provides very high-quality support for pupils' wider development so they learn to treat each other with great respect and care. Pupils know that any unkind behaviour, once reported to staff, will be tackled.

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

The school provides a well-designed curriculum. This ensures pupils learn new things in a logical sequence and achieve well. The school places a high value on pupils' breadth of learning, including in the creative arts and physical education. A clear focus on reading ensures pupils can access the full curriculum. Staff provide careful support for any pupils requiring additional help to read so they catch up quickly. The school works continually to improve the impact of the curriculum. For example, staff have put much work into mathematics in recent years so that a greater proportion of pupils than in most schools

now achieve a high standard by the end of Year 6.

Teachers are passionate and knowledgeable. They typically present new learning effectively so pupils understand it well and build on what they already know. Staff work closely together to identify and support pupils with special educational needs and/or disabilities so they achieve well. The school uses the learning environment thoughtfully to support pupils' understanding, for instance through well-placed displays of key words.

Staff monitor pupils' achievement over time carefully, using this to adapt subsequent teaching and provide extra support where needed. In lessons, teachers often use techniques such as questioning skilfully to check what pupils have learned and address any uncertainties. However, on occasion, some pupils, typically those who do not put their hands up to answer questions, are missed. As a result, their understanding is less well tested and misconceptions are not always tackled effectively. This slows their progress through the curriculum.

The school's tenacious work on attendance means it is high. Once in school, judicious use of rewards and sanctions means pupils follow the rules well. Most pupils sustain their focus fully during lessons, even when learning is hard. A few find this a challenge. Occasionally, staff do not pick this up and adapt their approaches consistently to address any issues, meaning less is learned. Pupils play sensibly at breaktimes and lunchtimes, so playground areas are full of pupils enjoying their time together.

Staff have put much work into developing exceptionally strong provision for pupils' wider personal development. This helps to ensure pupils learn to respect each other, be kind and tolerant and lead healthy and safe lives. The school supports pupils very well as they grow up, in part by expecting more of them. For example, older pupils set the tone by wearing their 'odd socks' with pride as part of the anti-bullying week which was happening during the inspection. Some pupils also contribute through being 'anti-bullying ambassadors'.

Leaders work hard to develop the school. They reflect carefully on what is working well and what needs to improve so they focus on the right areas. Governors' commitment to the school is evident in effective support and challenge for leaders. Leaders' effective support for staff means they feel valued and their workload is managed well. The school's regular communication with parents ensures they are aware of their children's progress and that any queries they have are addressed.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- Occasionally, teachers do not check that all pupils have understood new learning. This means pupils who have not understood fully are left unclear about what to do next,

which hinders their learning. The school should support teachers to refine their work on this area of practice.

- A few pupils find it hard to sustain their focus on learning and are not supported to sustain their engagement. As a result, they achieve less. The school should work with staff to ensure strategies are effective in enabling all pupils to concentrate consistently well.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in October 2014.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium](#)

[funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	124979
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10341563
<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	241
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Beth Niven
<b>Headteacher</b>	Kate Barnes
<b>Website</b>	<a href="http://www.shottermill-jun.surrey.sch.uk">www.shottermill-jun.surrey.sch.uk</a>
<b>Date of previous inspection</b>	11 December 2018, under section 8 of the Education Act 2005

## Information about this school

- The number of pupils on roll at the school has fallen since the last inspection.
- The deputy headteacher was promoted to the post two weeks before the inspection and the special educational needs coordinator joined at the start of the term.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of the school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken this into account in their evaluation of the school.
- The inspector met the headteacher and other senior staff, a representative of the local authority and members of the governing body, including the chair. The inspector met parents dropping off their children at the start of the school day.
- The inspector visited lessons, talked with pupils in classes and looked at their work, met groups of pupils and groups of staff, talked with pupils at breaktimes and visited

the breakfast club. He reviewed the outcomes of Ofsted surveys completed by parents, staff and pupils.

- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record of checks on adults; took account of the views of leaders, staff and pupils; and considered the extent to which the school has established an open and positive culture that puts pupils' interests first.

### **Inspection team**

Stephen Long, lead inspector

Ofsted Inspector

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