

Shottermill Junior School

Inspection report

Unique Reference Number	124979
Local Authority	Surrey
Inspection number	315107
Inspection dates	4–5 December 2007
Reporting inspector	George Rayner

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	248
Appropriate authority	The governing body
Chair	Mr Bob Tindall
Headteacher	Mrs Linda O'Boyle
Date of previous school inspection	17 March 2003
School address	Lion Lane Haslemere GU27 1JF
Telephone number	01428 642096
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Age group	7-11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized school is located on the outskirts of a country town. Pupils' social and economic circumstances are relatively advantaged. The great majority are of White British heritage, with very few at an early stage of learning to speak English. The proportion with learning difficulties and disabilities is below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with good features. Pupils' personal development and well-being are good because the school cares well for them and encourages their involvement and endeavour by providing a variety of stimulating activities. Pupils say emphatically that they enjoy school and show this by their good attendance and behaviour and their enthusiastic involvement in all that the school has to offer. Pupils say that they feel safe and they know how to contribute to this through their own responsible attitudes and consideration for others. They take plenty of exercise and know why it is important to eat and drink sensibly.

Pupils' achievement is satisfactory. They join the school with above average attainment and they show above average standards in English, mathematics and science in national tests at the end of Year 6. While satisfactory, achievement in English and mathematics is lower than in science. This is because the help that teachers provide for pupils to learn how to carry out their own scientific investigations is more consistently effective than that for developing a wide range of writing skills and independently using skills to solve mathematical problems.

The school is ambitious to raise pupils' standards further by improving their progress. Staff are becoming increasingly effective in identifying what is needed to achieve this. They are taking appropriate steps to improve teaching and learning, with particular focus on pupils' writing and problem solving ability. This is not yet resulting in significantly improved achievement, because many of the developments are too recent to have had full impact. Also, while lessons are often good, they are not consistently of this quality, so that teaching and learning are satisfactory overall. This means that fullest advantage is not yet being taken of improvements that have given the good breadth and balance to the curriculum. Lessons usually provide appropriate challenges for most pupils. The level of expectation is not always high enough for the most able pupils, so that their rate of progress, while satisfactory overall, is not consistently as rapid as it should be.

Leadership and management are satisfactory. The headteacher is providing a clear direction for the school and is succeeding well in involving her colleagues by effectively sharing leadership responsibilities. Staff are responding well to this and there is considerable unity and determination in working together to increase the school's effectiveness. The school is generally accurate in identifying the areas in need of improvement. However, it has not met its most recent targets for the performance of the most able pupils. This is because the school does not analyse data rigorously enough to ensure that underperformance is identified early enough. Consequently, support and challenge is sometimes provided later than it should have been. This is reducing the impact of target setting on raising standards, because it is not fully stretching the performance of the most able pupils. Although standards and achievement have not significantly improved since the last inspection, good improvements have been made to the curriculum and the effectiveness of teaching assistants, to address key issues raised then. This track record and satisfactory, improving, self-evaluation show a satisfactory capacity for future improvement.

What the school should do to improve further

- Accelerate achievement in English and mathematics by improving pupils' command of different writing styles and use of skills to solve mathematical problems.
- Ensure that teachers always provide appropriate expectation and challenge for all pupils, including the most able.

- Make target setting and remedial action where targets are not being met more effective in raising standards.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils enter the school with generally above average standards, more securely so in English than mathematics. They achieve satisfactorily, so that their standards in English, mathematics and science are still above average at the end of Year 6. In the 2007 national tests, fewer pupils reached above average levels in English and mathematics than in science. Most pupils become proficient readers and learn to express their ideas clearly in writing. Imaginative and confident command of a range of styles is limited, though. Pupils develop a good level of mathematical skill. They do not always use this well when working independently to solve problems. While satisfactory, the progress of the most able pupils is not as consistent as that of the other pupils, because their work is not always as challenging as it should be. Because their needs are carefully identified and well provided for, most pupils with learning difficulties make good progress.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. They display mature personal qualities such as courtesy and sense of humour, relate well to one another and cooperate in lessons. Spiritual awareness is evident through reflection in assemblies, poetry and artwork throughout the school. Pupils' understanding and appreciation of some world religions, particularly Islam and Judaism, is good, but their broader understanding of other cultures is less secure. Pupils are keen to talk about the lessons that they learned about healthy living from a Lifestyle survey and a 'Golden Boot Challenge' that made them think about how they travel to school. Pupils really appreciate opportunities to make their own contribution to the school community and beyond, by fund raising and performing through music, drama and other activities. They are proud that their school council has managed to secure many improvements for the school, including a new bike shed and a forthcoming gazebo for the play area. Pupils' above average standards in their main subjects prepare them well for their futures and they add to this by for example, experiencing the world of work in running a school pen shop.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. In most lessons teachers provide an opportunity to recap on previous learning clearly explain what pupils are going to learn next. Teachers plan interesting activities and their enthusiastic approach generates good relationships and encourages pupils to want to do well. Teachers are improving the help that they give to pupils in solving mathematical problems. They provide resources that help pupils to explore different ways in which the problem can be tackled. For example, in a Year 4 class pupils enjoyed using dice games to develop their ability to make calculations. Teachers are aware that they have not given pupils enough help to master a wide range of writing styles. They are working together

to improve this, although this has not yet had full impact. Although lessons often provide additional challenge for the most able pupils, this is not always sufficient to bring out the very best in them, so that their progress occasionally slows. Teachers use marking well to encourage pupils, but do not always give them clear enough guidance on how to improve.

Curriculum and other activities

Grade: 2

The curriculum is enhanced by a variety of activities that contribute well to pupils' personal development and broaden their range of skills. Specialist teaching of art and French enhances the quality of these subjects. Physical education benefits from using specialist coaches, in liaison with Chelsea Football Club. Music is a strength, with all pupils having the opportunity to learn to play an instrument. The impact was seen when the whole of Year 4, practising the violin in the hall, created a true sense of shared endeavour. Pupils have good opportunities to develop their computer skills and to use these to enhance their work in other subjects. Themed opportunities such as the enjoyable Victorian experience bring subjects such as history alive for pupils. Pupils talk enthusiastically about special events held throughout the year, such as Wildlife Week, International Week and Food Awareness Week. The religious education syllabus helps pupils to develop a good knowledge of some world religions, but there are not enough opportunities in other subjects to prepare for living in a multicultural world. There is a good range of extra-curricular activities with high levels of participation by pupils.

Care, guidance and support

Grade: 2

The school takes great care to provide a secure environment and pupils say they feel safe as result. Many parents agree and as one commented, 'Teachers are so respectful and caring of the children and they offer such wonderful support'. Parents are also pleased with the way their children are helped to settle in when they transfer from infant school and with the help given for moving to secondary school. The needs of pupils with learning difficulties and disabilities are carefully identified and teaching assistants provide effective help so that they can keep up with their work. The school works effectively with a range of agencies to ensure expert help for any pupils who need this. It is improving its systems to set pupils' targets, track their progress towards meeting these and help any in danger of not doing so. This is helping pupils to know their targets and what they need to do to reach them. These are recent developments though, not yet fully consistent across the school, so their impact on pupils' achievement has not yet been fully seen.

Leadership and management

Grade: 3

Self-evaluation is satisfactory. It has helped the school to make some significant improvements since the previous inspection. These have resulted in a curriculum with better balance between the subjects and a more effective role for teaching assistants. With help from external advisers, the school has accurately identified where pupils' achievement needs improving. Strategies to secure this, while appropriately focused, have only recently been put in place so have yet to show significant impact. Governors are appropriately carrying out their responsibilities to support the school and challenge it when necessary. The school finds out the views of pupils

and parents through regular surveys, although a significant minority of parents feel that it does not always take account of these in making its plans.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

13 December 2007

Dear Pupils

Inspection of Shottermill Junior School, Haslemere, GU27 1JF

Thank you for welcoming the inspectors to your school recently. We enjoyed meeting you and we are grateful for the help you gave by talking to us and showing us your work. We were able to see that yours is a satisfactory school and that some things are good. When you start Year 3, your standards of work are higher than in most schools. They stay above average until you leave the school. Your progress is satisfactory, but we think that the teachers could help you to do even better. They already know this. They agree that they need to give you more help to use your good skills to solve mathematical problems and to be even better at writing. They are already working hard to do this and we could see that this is already starting to have an effect.

We have asked the adults to do two other things. One is to make sure that they always give difficult enough work to really stretch the brightest pupils. This will help you to always do as well as you possibly can. The other is to become a little better at checking how well the school is doing. They are already quite good at this, but we would like them to be a little better still at checking to make sure that the school is doing as well they expect it to. This will help them to make sure that they can quickly put things right whenever this is needed.

The adults care very well for you. Some of you told us that you feel safe and many of your parents told us how happy you are. Some of you said that you really enjoy school. We could see that this is true, because you come to school regularly, behave well and are always ready to join in. We enjoyed seeing those of you in Year 6 enjoying the Victorian Day. We also know that you enjoy the clubs and trips and you join in very well with these. The headteacher and staff are working hard to make your school even better and we know that you will continue to help them in this. Well done to you all and very best wishes for your futures.

George Rayner

Lead Inspector