

Ottershaw CofE Junior School

Inspection report

Unique Reference Number	125138
Local Authority	Surrey
Inspection number	328295
Inspection date	30 September 2008
Reporting inspector	Christopher Gray

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 on roll	
School (total)	211
Appropriate authority	The governing body
Chair	Mrs Janette Dalglish
Headteacher	Mrs Sue Lillywhite
Date of previous school inspection	9 May 2006
School address	Fletcher Road Ottershaw Chertsey KT16 0JY
Telephone number	01932 872323
Fax number	01932 872400

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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: the progress made by pupils in every class, the effectiveness of leaders and managers in their use of assessment and in their initiatives to raise attainment, and pupils' personal development. Evidence was gathered from records of pupils' attainment, samples of pupils' past work, observations in lessons and round the school, meetings with staff, governors and pupils and an analysis of 55 responses to the parents' questionnaire. Other aspects of the school's work were not investigated in detail.

Description of the school

The school is similar in size to most schools. Most pupils are of White British heritage and very few speak English as an additional language. More pupils than usually found are on the register of special needs. However, a smaller than average proportion of pupils have statements; the majority of statements refer to specific and moderate learning difficulties, behavioural, emotional and social problems and speech, language and communication difficulties. The percentage of pupils entitled to receive free school meals is lower than average. In September 2006 the school formed a federated governing body with Ottershaw CE Infant school and since September 2007 the headteacher of the infants has led both schools. In September 2008, the deputy headteacher of the juniors became deputy headteacher of both schools.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This school gives its pupils a satisfactory standard of education. Pupils attain above average standards in English, mathematics and science by the time they leave Year 6, but this represents only satisfactory progress given their above average attainment when they begin in Year 3.

The current senior management team has been working together for twelve months. A rigorous and comprehensive analysis of pupils' progress was immediately initiated every half term to gauge the extent of pupils' achievement. This showed that pupils' progress is not consistent from year to year or between subjects and that it is not as good as it should be. Leadership and management are good because they are tightly focused on the right issues. A termly meeting between individual class teachers and senior managers is now used to track the progress each pupil makes. Challenging targets are set, appropriate to individuals. Extra help is directed at those who need it and teaching assistants work with teachers to carry out these effective programmes of support. Pupils with learning difficulties also benefit from this assistance; however, their support is not as well directed as it could be because their individual education plans do not always reflect their needs closely enough.

The headteacher and her deputy give strong, very effective leadership. They have a very clear picture of the school's strengths and weaknesses, which is shared by the phase leaders. Their action plans are precise and to the point. The capacity to improve further is good, as is shown by the timely introduction of the tracking system. Teachers now take responsibility for ensuring that pupils make the necessary progress towards their targets. The leadership team have demonstrated their effective leadership and management of the infants school and are using this experience to secure improvements in the juniors. Governors give strong support to the school, its staff and children, but they do not always hold it sufficiently to account for the standards it achieves.

Pupils' personal development is good. They behave well in lessons and round the school, though they say that there is a small number who sometimes forget themselves. Pupils enjoy lessons, particularly when 'there are lots of activities'. They are excited by the new 'hands-on curriculum' and the opportunities it gives for relating their learning to the world outside school. They have an outstanding appreciation of how to keep healthy and safe. The school is a secure place, they say, and they like the 'Miss Nancy' column in the school's newspaper that makes suggestions about coping with personal problems. They know that a balanced diet is a better way to be healthy than just trying to avoid 'things that are bad for you. You can have chocolate; just not too much.' Their spiritual, moral, social and cultural development is good. Pupils are thoughtful and reflective; for example, when asked what was the most important thing to learn at school, one boy replied, 'How to live, because you have to guide yourself when you grow up.'

The curriculum is good because it is designed to appeal to pupils' interests and circumstances. The school adopted the International Primary Curriculum (IPC) last term, beginning with a whole-school topic on the Olympics. Parents appreciate the difference it is making to pupils' learning and enjoyment: 'We are pleased that our children are so happy and delighted by their education.' A wide range of visits and extra-curricular activities enriches pupils' experience. One of the reasons for introducing the IPC was to widen the opportunities for pupils to write at length, though the impact of this is not yet evident so early in the term.

Teaching is satisfactory overall. Teachers frequently give different tasks to pupils of different abilities, but their expectations are not always set at the right level. Sometimes, tasks are too

hard for slower learners, whereas the work given to higher attaining pupils does not always move them on fast enough. This is because teachers' planning sometimes focuses more on what pupils are to do rather than on what they should learn. Some lessons benefit from lively and exciting teaching, but in others, teachers talk for too long so that pupils' enjoyment of learning is reduced.

The school gives its pupils excellent care and welfare. One parent commented, 'The school liaises very closely with parents and nurtures its children.' This is evident in the pupils' comments that there is very little bullying and that there is always someone they can trust to help. Systems for assessing pupils' progress are thorough and are being made the most of in the school's drive to raise attainment.

What the school should do to improve further

- Enable teachers to make fuller use of their knowledge of pupils' prior learning, so as to increase the rate of progress, raise standards and achieve greater consistency in the quality of teaching.
- Ensure that individual education plans for pupils with learning difficulties have sufficient impact on their progress.

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.

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	2

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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are 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	1
The extent to which learners adopt safe practices	1
The extent to which 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 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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

10 October 2008

Dear Pupils

Inspection of Ottershaw CofE Junior School, Chertsey, KT16 0JY

I enjoyed meeting so many of you when I visited your school on a very wet day at the end of September. Thank you for the courteous and friendly welcome you all gave me.

I asked some of you what you like best about school. Now it is my turn: the thing I most enjoyed about the inspection was meeting the two groups of pupils in the library. Perhaps some of you may recognise things that you told me when you read the full report. I agree with your teachers that your behaviour is good, even on wet playtimes. You make a good contribution to your school community - for example, the eco-warriors, whom I recognised from their photographs as I toured the school.

Your school gives you a satisfactory education. You reach standards in English, mathematics and science that are higher than those of most pupils across the country, but you are capable of even higher standards. I have asked your teachers to make sure that the work they give you challenges you at the right level so that you make good progress throughout the school.

You told me that you feel safe in school and many of your parents wrote to me to say how much they appreciate all that the school does for you. Your teachers have introduced a system of testing twice a term, so that they can give extra help to any who need it. You will notice that they will be giving you new targets to help you know how well you are learning.

Most of you knew your headteacher when you were in the infant school. She is now in charge of the junior school too, and many of your parents told me what a good job she and her senior staff are doing. I agree. The last thing I have asked them to do is to make sure that, for those of you who have individual education plans, the targets in the plans match your needs more closely.

I hope you continue to enjoy your time at Ottershaw CE Juniors.

Yours sincerely

Christopher Gray

Lead Inspector