

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Ottershaw CE (VC) Junior School</b>	
Fletcher Road, Ottershaw, Chertsey, Surrey. KT16 0JY	
<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>Guildford</b>
Previous SIAMS inspection grade	Good
Local authority / Date of academy conversion [delete as appropriate]	Surrey
Date of inspection	27 June 2017
Date of last inspection	20 June 2012
Type of school and unique reference number	Primary 125138
Executive headteacher	Jo Hastings
Inspector's name and number	Dr Trevor Walker (NSIN 908)

### School context

Ottershaw Church of England Junior School has 230 pupils on roll and is federated with the adjoining infant school. The pupils come from more advantaged socio-economic backgrounds, with the majority being of White British heritage. The proportion with special educational needs and/or disabilities is in line with national averages. The proportion eligible for free school meals and those receiving pupil premium funding are below the national average. There is a higher than average proportion of pupils from Gypsy Roma backgrounds. The executive headteacher is the headteacher of both schools and has been in post since April 2014.

### The distinctiveness and effectiveness of Ottershaw CE (VC) Junior as a Church of England school are outstanding

- Leaders have brought about rapid improvements that have been shaped by, and depend upon, the school's Christian character.
- Pupils demonstrate a deep understanding of how the school's seven values are distinctively Christian, applying them within their developing comprehension of faith.
- The development of pupils' spirituality runs like a golden thread through the school's planned and taught curriculum.
- Collective worship is given a high value. It embraces everyone, and is particularly influential on the school's ethos.
- The school very effectively promotes an understanding of diversity and difference and pupils develop a strong sense of social responsibility,
- A team from the local church ensure that there is a strong partnership with the school that is close, influential and highly productive.

### Areas to improve

- Carry out the planned review of the vision and values in order to capture the shared and aspirational vision that everyone is working towards.
- Develop an assessment framework that promotes mastery and greater depth in religious education.

### **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

Christian values lie at the heart of the school's on-going improvement. Pupils demonstrate a deep understanding of how the seven values are distinctively Christian, applying them within their developing understanding of faith. A Year 6 pupil said that the values create the ethos to: 'help us become better people through God's way'. The pupils readily express and fully comprehend the message, given to them by their headteacher, 'that the values are the glue that stick us together'.

Through the values, Christian distinctiveness shapes the relationships across the whole of the school community. In classrooms, and around the school pupils' behaviour is exemplary. They are effective and considerate listeners and show genuine respect of each other's points of view. Their attitudes to learning have helped, in no small measure, to underpin the rapid improvement in increasing the rate of their progress. This is now judged to be good, including that of the disadvantaged groups, and standards are rising overall. While the school continues to tackle, with rigour, the under-achievement of the past, there is a strong resolve to ensure that all learning is productive and sustainable. Attendance is above the national average and any exclusions are dealt with in accordance with the school's values. Christian distinctiveness has had a noticeable impact on the shape and scope of the curriculum. There is a durable emphasis on entitlement and a resolve to ensure that no child falls behind. The school follows the Surrey agreed syllabus for religious education (RE) and the subject makes a constructive contribution to the character of the school. Pupils enjoy studying RE and gain a secure understanding of Christianity as well as other world faiths. Examples can be seen in an impressive display of pupils' artwork on Hinduism. Year 6 pupils were seen to be thoughtfully studying the eightfold pathway followed in Buddhism.

Christian character positively supports the spiritual, moral, social and cultural (SMSC) provision. In particular, the development of pupils' spirituality is like a golden thread running through the school's planned and taught curriculum. Through professional learning, the staff have become increasingly alive to the possibilities for enabling the personal spiritual growth of the children; promoting moments that the headteacher describes as: 'a time to be in your own head'. The implementation of Godly Play has enabled a culture of deep listening and reflection. The use of philosophy for children (P4C) is, likewise, having a strong influence on teaching and learning. Reflection areas in every classroom demonstrate personal growth across the school. In Year 6, one child had written: 'don't waste your time looking in the darkness, go outside and find the light'.

Christian distinctiveness has a strong effect on how the school promotes respect for diversity and difference. Pupils are justifiably proud of their charitable giving. Nevertheless, their understanding and respect goes deeper in terms of their sense of social responsibility, for example in the work displayed on racism. Equally, through an exploration of global inequality, pupils were seen to probe challenging ideas and form new concepts through role-play and meaningful discussion. In all of this, pupils can readily recall their school's values and link them to biblical examples of ethnic diversity. One child told her classmates that the story of the Good Samaritan illustrates the need for respect (a school value) as a reaction to the people's attitudes to different or marginalised groups.

### **The impact of collective worship on the school community is outstanding**

Worship is afforded a high value and is particularly influential on the school's ethos. It embraces everyone and everyone attends. Pupils and adults report that they gain something important from the experience and that it contributes to the spiritual growth of all participants. Pupils have a good understanding of important religious ideas and concepts such as Pentecost and Trinity. Planning shows a strong emphasis on the Bible and, through teaching and celebrating, on the school's distinctive values. Pupils learn about Anglican traditions, through, not least, a close and very productive relationship with the local church community. Worship is characteristically Christian but also inclusive. In the worship observed, a visiting church group engaged pupils' interest through focusing on a deeper understanding of prayer. While exploring the practice of Christian prayer, mention was made of praying in the church, the mosque the temple. Anywhere and for everyone. Pupils of other faiths and none said that they felt included. An area that emerged through discussions with pupils was that they would like more opportunities to lead more of the worship themselves.

Personal prayer and reflection lie at the heart of the school's life. The reflection areas draw the children in and help them to focus on their innermost thoughts and ideas. They are helped, in turn, to translate their personal responses onto the conditions and experiences of others in the external world. In some classes, pupils had composed moving and personal prayers to express their heartfelt response for the victims of the tragic fire in Kensington. Planned breaks in the timetable, allow for pause weeks. These are focused on events such as Easter, and bring opportunities

for more sustained consideration of religious ideas and spiritual response.

Monitoring and evaluation have played an important part in improving the quality of worship and the school is tuned-in to how this can continue to ensure improvement. The school council has carried out evaluations of the prayer spaces and the children have given thoughtful ideas for further development. These include, for example, incorporating different religions, more prayer about the world and bringing in personal possessions that have significant meaning.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

Leaders and governors have brought about rapid improvements that are dependant upon, and shaped by, the school's Christian character. Under the leadership of the executive headteacher and the deputy headteacher, the school has considerably strengthened its distinctiveness since the last inspection. This has been brought about through a relentless application of its vision and the application of its values. This has now reached a threshold where a well thought-through review is timely and planned.

Monitoring and evaluation of the Christian distinctiveness by members of the governing body have been enhanced and this continues to become evermore productive. Planning embraces the school's Christian ethos and plays a central part in driving forward as a self-knowing and highly aspirational church school community. Likewise the professional development of staff has used opportunities to create a curriculum and a pedagogy that is imbued with Christian distinctiveness. The leader of RE has led the subject to a much stronger position than hitherto, with the support of seniors leaders. Pupils' religious understandings go hand-in-hand with a deeper spirituality. The recent revision of the Surrey agreed syllabus presents an opportunity to link the new units much more closely to the school's values and this is something that has already been recognised by the subject leader. Across the curriculum, including RE, the school is concentrating on ensuring that there is a focus on pupils reaching mastery as an entitlement for all. Accordingly, a range of opportunities for the more able to pursue greater depth will be necessary in RE, as in all subjects of the curriculum.

The link with the local parish church is close and highly productive. A team from the church fulfil valuable and complementary roles through, for example, playing a part in governance, leading and planning collective worship and running a faith group in the lunch break. The vicar is a regular and well-respected member of the school community and pupils appreciate the fact that she knows all of their names. There has also been a productive relationship with the diocese and its trainers and consultants. Parents are overwhelmingly supportive and have a well-founded confidence in the direction and leadership of the school.

Collective worship and RE meet the statutory requirements.