

Shoreham Village School

Church Street, Shoreham, Sevenoaks, Kent TN14 7SN

Inspection dates 17–18 March 2015

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The new headteacher, supported by other leaders, has worked relentlessly to tackle areas identified for improvement at the last inspection. As a result, teaching has rapidly improved and standards have risen.
- Leaders have high expectations and set ambitious targets for learners. They step in quickly if any pupil falls behind to help them catch up. As a result, pupils make good progress.
- Teaching is good. Teachers ensure that all pupils are set work at the right level so they achieve well. Detailed feedback helps pupils improve their work.
- Pupils are stimulated by the wide range of visits and visitors which supports the lively curriculum. This motivates them to do their best.
- Governors are effective because they check the school's work carefully. This helps them to challenge leaders to improve teaching and achievement.
- Pupils' behaviour is good. They are well mannered and polite, and show respect for others.
- The systems to keep pupils safe are robust. Pupils feel very secure because they know adults are always there to support them if needed.
- The Early Years Foundation Stage is good. Pupils get off to a good start because staff plan activities tailored to their interests and needs. They are well prepared for Year 1.

It is not yet an outstanding school because:

- Occasionally a few pupils lose concentration in lessons because they are not fully engaged. This holds progress back.
- Too few pupils make the accelerated progress of which they are capable.
- Staff in Reception do not make full use of the input of parents when assessing children's learning and planning activities for them.

Information about this inspection

- This was the fifth time the lead inspector had visited the school since it was judged to require special measures in September 2013. The inspection started as a monitoring visit and was converted to a full section 5 inspection when inspectors were satisfied the school no longer required special measures.
- Inspectors considered evidence from this visit and previous visits when making judgements.
- The inspectors observed learning in eight parts of lessons. Four were joint observations with the headteacher.
- Meetings were held with the headteacher/subject leader for English, the deputy headteacher/subject leader for mathematics, the special educational needs coordinator, the early years leader, three governors including the Chair of the Governing Body and a representative of the local authority. A tour of the site was undertaken with the site manager.
- The inspectors met with three groups of pupils including more-able pupils, observed playtime and spoke informally to pupils at lunchtime. An inspector also attended a whole-school assembly and heard pupils read.
- Informal discussions were held with parents at the start of the school day. The inspectors took account of 11 responses to the online questionnaire, Parent View, and seven emails from parents, as well as analysing 12 responses to the staff questionnaire.
- A range of documentation was examined including: the school's action plans; records of pupils' progress and attainment; records of attendance, behaviour, child protection and safeguarding; the school's self-assessment; documents relating to performance management; records of governing body meetings; and notes of visits from representatives of the local authority.

Inspection team

Amanda Gard, Lead inspector

Her Majesty's Inspector

Sue Cook

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- The school is much smaller than the average-sized primary school. There are four classes altogether. The majority of pupils are taught in mixed-age classes. Year 2 pupils are taught in a single-age class. Reception children attend full time.
- The majority of pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of pupils for whom the pupil premium grant provides support is well below the national average. This funding is used to support pupils in the care of the local authority and those who are known to be eligible for free school meals.
- The school's most recent Year 6 results cannot be compared to current government floor standards, which set the minimum expectations for pupils' attainment and progress. This is because there were too few pupils in the year group to make such comparisons meaningful.
- A new headteacher started at the school in September 2014.

What does the school need to do to improve further?

- Improve the impact of teaching by ensuring teachers:
 - always provide work which offers a high level of challenge so pupils have the chance to exceed the progress typical for their ages
 - check all pupils are fully engaged in learning all the time.
- Ensure parents of children in the Reception class are fully involved in assessments about their child's learning and development.

Inspection judgements

The leadership and management are good

- Since her arrival in September 2014, the new headteacher has set high expectations for pupils and staff. Her uncompromising drive to raise standards, coupled with good quality training and development for staff, has brought about rapid improvements in teaching and achievement. Staff fully support her and say they feel part of a 'dedicated team'.
- Senior leaders work methodically towards the targets in the school's well-considered action plan. They successfully tackled all the areas for improvement noted at the last inspection and continue to check regularly to ensure these developments are maintained. Meanwhile they have set new, more ambitious goals to improve the school still further and ensure there are equal opportunities for all.
- Middle-level leaders provide helpful support for colleagues to develop their work. The science leader has introduced a new scheme of work and assessment procedures, which have increased teachers' confidence to deliver the subject effectively. The subject leader for mathematics successfully encourages teachers to link mathematics to other curriculum areas and real-life contexts to help pupils understand the reasons for their work. Pupils proudly show off the displays around the school, such as artwork on concentric circles linked to Kandinsky, and confidently explain their learning.
- The lively curriculum provides many opportunities for pupils to access a wide and exciting range of activities. During book week, pupils' creative thinking was stimulated by lily pads and flying frogs around the school! This resulted in some well-written news reports as well as prompting investigations to develop pupils' scientific and mathematical skills. The local area is used effectively to extend pupils' experiences. For example, during science week pupils visit a local allotment and garden centre, as 'nature detectives', to explore how plants grow and survive. All these events inspire pupils to learn.
- Sports funding is used effectively. Specialist training through the Sevenoaks collaboration has honed teachers' skills and confidence to deliver good quality physical education lessons. There is an increased variety of sports available within the school day and through clubs, which has stimulated pupils' interest and increased participation rates. Pupils and parents appreciate the more frequent opportunities to compete against other schools, and activities such as the inter-intra challenge involve all pupils practising and improving their sporting skills.
- Leaders work hard to involve parents, including providing workshops and leaflets to help parents support their child at home. Parents value the regular communication to update them about events and the interim reports which inform them about their child's progress.
- The school's work is underpinned by an ethos of respect and care for others. Pupils are taught about different religions to help them understand other people's views. Assemblies include visitors from the local village so that pupils recognise the importance of their local community, and talks from a lawyer to explain the British legal system. Pupils put what they learn about democracy into practice in their own lives as they elect school councillors and house captains. All these activities prepare pupils well for life in modern Britain.
- The school promotes pupils' spiritual, moral, social and cultural education very well. A photography competition promoted by the school council helped everyone to reflect on important school values such as 'working hard' and 'caring and sharing'. There are many visits and visitors to raise pupils' awareness of subjects such as human rights and pupils play their part in helping others through fundraising events, such as the Shoreham bake-off.
- Leaders ensure that the pupil premium (funding for disadvantaged pupils) is used well and that these pupils have equal access to all activities. This ensures there is no discrimination. Additional support is provided if these pupils fall behind to make sure they achieve as well as they should.
- The local authority has provided useful support, such as training to develop the roles of subject leaders. The helpful links with other schools in the Sevenoaks collaboration enable teachers and subject leaders to share good practice in order to make improvements at Shoreham.
- Safeguarding procedures are robust and fully meet requirements. Staff have had recent training in child protection and there are clear policies and procedures in place in case of concern. Risk assessments ensure that safety is rigorously checked and the school site is kept very safe and secure.
- **The governance of the school:**
 - Governance is effective. Governors do not rely on what leaders tell them, but visit the school to see for themselves what happens on a day-to-day basis. This helps them ask informed questions which challenge leaders to make rapid improvements. Governors check that sports funding and the pupil premium make a difference to pupils' well-being and progress. They ensure teachers' performance is robustly checked and have a good understanding about links between the quality of teaching and

teachers' pay. Governors keep a close eye on pupils' progress to make sure pupils achieve well, and challenge school leaders rigorously if they see any shortcomings. This has helped to raise standards more quickly. Governors track the school's budget regularly and carefully to ensure the school provides good value for money.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Teachers establish good routines and set high expectations for good behaviour in lessons. This helps pupils settle quickly to their work. The vast majority have very positive attitudes to learning, engage fully in their tasks and thus achieve well. However, on a minority of occasions, for example if seated with others who distract them or when resources are not readily available, a few pupils lose concentration and make slower progress.
- There are very few incidents of poor behaviour, and any which do occur are swiftly tackled. Parents say staff are always available, so 'things are sorted immediately'. Pupils say there is no racism. The playground is a happy place to be.
- Pupils conduct themselves well, for example when going to assembly or in the lunchroom. They are well mannered and polite. As a result, there is a calm and orderly atmosphere around the school.
- Attendance is in line with the national average. The headteacher checks carefully if any pupil is absent on a regular basis and follows this up robustly with parents. As a result, attendance is improving.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils feel very safe. The buddy system for younger pupils means they get to know their older peers well. One Year 6 pupil said about the buddy system, 'It makes them feel comfortable at school; if they have a problem they come to us to sort it out.'
- Bullying is a very rare occurrence because there are very good relationships between all members of the school community and everyone is treated with respect. Nevertheless, pupils do have a good understanding of different types of bullying. For example, a police community support worker led an assembly on cyber bullying so that pupils understand the dangers and how to protect themselves online.
- Supervision at playtimes and lunchtimes is very effective; pupils feel extremely secure because each class has a named adult they can go to with any issues. Parents all agree that their children feel safe at school.

The quality of teaching is good

- Teaching this year has improved and is now good. Work in pupils' books shows they make good progress over time because teachers know what pupils are capable of and set work at the right level of difficulty.
- Interesting tasks engage pupils' interest and motivate them to do their best. For example, when tackling a tricky symmetry task inspired by Rangoli patterns, one pupil stated, 'I'm really challenging myself.'
- Marking is thorough and teachers give pupils useful pointers to improve their work. They make sure pupils have time to respond to their comments and pupils say, 'It really helps you to do well next time.'
- Teacher plan skilfully to address any gaps in learning. 'Core skills' time is used effectively to help pupils understand their work or practise key skills. More-able pupils enjoy the additional challenges teachers set for them at these times. As a result of this focused work, pupils of all abilities make good progress. However, teachers sometimes miss opportunities to provide more stretching work so that pupils can make even faster progress and build more rapidly on their renewed enjoyment of learning.
- Teaching assistants provide useful support. They unobtrusively help targeted pupils stay on track with their learning and ensure they successfully access their work so they do as well as they should.
- All pupils know how well they are doing in reading, writing and mathematics because they have target cards and teachers tell them what they should learn. This helpful system means they know their goals and can check if they have succeeded. As a result, they aim high, saying, 'I feel proud when I have done well – I know I have tried really hard.'

The achievement of pupils is good

- The school went into special measures in September 2013. At that time standards were too low. Published data for 2014 gives a mixed picture as teaching was still not consistently good.
- During this inspection, judgements on achievement were reached by looking at progress in pupils' books since September 2014, and the school's tracking data, which the local authority confirms to be secure. Progress in reading, writing and mathematics is good overall. Work in pupils' books demonstrates pupils now make good progress from their starting points.
- Children joining the school in Reception make good progress from their different starting points. A higher proportion than average is on track to achieve a good level of development. They develop good levels of skills across each curriculum area and they are well prepared for Year 1.
- Pupils continue to make good progress in Year 1 and Year 2. By the end of Year 2, the proportion reaching the expected level for their age in reading, writing and mathematics in 2014 was above average. Pupils' books and the school's tracking information indicate a similar picture for 2015.
- In Key Stage 2, pupils did not make enough progress in the past because teaching was poor. Standards in reading, writing and mathematics were too low. Recent improvements in teaching have helped pupils catch up with others of the same age nationally. The proportion making expected progress and working at the expected standard for their age at this stage of the year is average.
- The proportion of pupils exceeding expected progress by the end of Key Stage 2 in reading, writing and mathematics is improving but is below average.
- Progress of the small number of disabled pupils and those with special educational needs is monitored carefully. If they fall behind, swift action is taken to intervene with carefully tailored support. As a result, the majority of these pupils make good progress from their starting points.
- There are very few pupils in receipt of free school meals, and consequently the gaps in their attainment in reading, writing and mathematics fluctuate year on year. Sometimes they are behind their peers in school or other pupils nationally, and sometimes they are ahead. The school tracks their progress carefully. Effective support is provided if necessary and consequently they make good progress from their different starting points, in line with other pupils in the school.
- More-able pupils make good progress and typically achieve standards higher than expected for their ages. Additional opportunities, such as promoting entries to an inter-school magazine, provide a good level of challenge to these pupils. They are motivated to succeed, saying, 'It has to be your best.'
- Younger pupils are taught to tackle phonics (letters and sounds) effectively. As a result, a higher percentage pass the Year 1 phonics screening check than average. Older pupils tackle texts with confidence and competence. They enjoy events such as World Book Day and the rewards system of stars and certificates motivates them to read more.

The early years provision

is good

- Children get off to a good start at Shoreham because there are effective links with the pre-school. Staff get to know the children well before they start school and this makes for a smooth transition into Reception. As a result, children settle quickly to learning at school.
- Leaders have ensured there is helpful staff training to raise standards. For example, each member of the early years team visited another setting to see good or outstanding practice elsewhere. This has strengthened provision at Shoreham.
- Staff in the Reception class work well together as a team. Leaders deploy them carefully to make best use of expertise and available space. As a result, children access a wide range of opportunities both indoors and outdoors to help them learn well.
- Teaching is effective because adults question children carefully. This makes them think hard, helping them to develop their vocabulary and a good understanding of key concepts such as numbers, colours and shapes.
- Staff observe children carefully to check how well they are doing and find out their interests. This helps them to plan exciting activities which engage children's attention. As a result, children make good progress across all areas of the curriculum from their different starting points.
- Staff use an electronic program effectively to track how well each child is doing and to ensure they provide the right opportunities for the next steps in learning. However, although staff welcome the views of parents, these are not fully incorporated into assessments about each child's progress so as to plan the next steps in learning.
- Relationships are constructive and as a result children enjoy their learning. Behaviour of the majority of children is good. Although one or two find it hard to behave consistently well without adult intervention,

this is effectively managed.

- Leaders provide effective training for staff and the right level of supervision for children. Older pupils look after younger children well, helping them to read and playing games with them. All this ensures that children are kept very safe and secure.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	118284
Local authority	Kent
Inspection number	454096

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	94
Appropriate authority	The governing body
Chair	Chris Arnold
Headteacher	Gillian Lovatt-Young
Date of previous school inspection	17–18 September 2013
Telephone number	01959 522228
Fax number	01959 523252
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