

Shoreham Village School

Inspection report

Unique Reference Number	118284
Local Authority	Kent
Inspection number	358298
Inspection dates	12–13 October 2010
Reporting inspector	June Woolhouse

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	The governing body
Chair	Mrs Mary Inniss
Headteacher	Emma Pape
Date of previous school inspection	13 October 2010
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Introduction

This inspection was carried out by two additional inspectors, who observed eight lessons. Three full-time teachers were observed, and two part-time teachers. Inspectors held meetings with school leaders, members of the governing body, the local authority adviser and groups of pupils. They observed the school's work, and looked at school policies, the school development plan, safeguarding documentation, the school site, pupils' work, displays and photographs. Inspectors analysed 34 questionnaires returned from parents and carers and others from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How effective are teaching and the quality of planning in meeting the needs of all groups, including boys and girls, those with special educational needs and/or disabilities, and the most able pupils?
- How well is mathematics planned and taught, and how well is pupils' progress tracked across the school in the subject?
- How effectively does the creative curriculum meet the full range of pupils' needs and interests?
- What is the capacity of the current leadership team to sustain the planned improvements?

Information about the school

Shoreham is a small school serving the village of Shoreham and the surrounding area of west Kent. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is below average; their needs include specific learning difficulties, autistic spectrum disorder and sight problems. A below-average proportion of pupils come from minority ethnic backgrounds. The school holds the Activemark award and Healthy Schools status. Shoreham Village School is an eco school and gained its green flag in 2008. A private pre-school class operates on the site and is inspected separately. A breakfast club operates on a daily basis. There have been significant changes to staff in the past two years. The school was led by a local authority headteacher in the autumn of 2009 and spring term of 2010, following the resignation of the previous headteacher. The current headteacher took up her post in April 2010.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Shoreham Village School is a good school. Many aspects of its work have improved since the last inspection because of the headteacher's very effective leadership and her clear vision for its most important and immediate priorities. In a short space of time, her incisive analysis of the school's provision has led to a clear set of actions which accurately reflect what the school needs to do to raise attainment further, broaden the curriculum and improve teaching and learning, especially in mathematics. She has forged an enthusiastic and energetic leadership team. In partnership with the governing body, which is well informed about the school's strengths as well as its weaknesses, she has created an effective learning ethos for both pupils and adults. Consequently, the school's capacity to sustain its improvement is good. Most parents and carers are very pleased with how their children are getting on at school. One commented, reflecting the views of several others, 'The school has developed and grown under the headteacher's excellent leadership. I feel it has a good future ahead.'

Pupils are very well known as individuals and the outstanding levels of care, guidance and support lead to excellent behaviour and high levels of collaboration among pupils in lessons. All aspects of safeguarding are outstanding. Pupils enjoy learning, feel very safe and say there is no bullying at their school.

Teaching is good overall. Planning in English and science identifies clearly what each group of pupils will learn, so that they all make good progress. Attainment in mathematics is a relative weakness, although progress is satisfactory. At present, planning and assessments are not precise enough to guarantee that all pupils make good progress within the wide ability range in each class, especially in Key Stage 2. The headteacher is rightly planning to reorganise mathematics teaching so that this ability range is narrowed down and pupils who are at similar levels of understanding are taught together. A more general weakness in teaching is that lesson plans do not distinguish clearly between the mathematical skills and knowledge to be taught and the intended learning outcomes, and as a result pupils cannot always tell how well they are doing.

Children get off to an excellent start in the Early Years Foundation Stage and achieve very well by the end of the Reception Year. They enjoy their learning very much because of the rich and interesting learning opportunities planned for them by the highly skilled leader of the Early Years Foundation Stage. The curriculum for the older age groups is organised well into relevant themes that link subjects together and make sense to pupils, for example Ocean Voyages. It is appropriately enriched with residential visits and trips to places of interest. Effective partnerships enhance provision in music and physical education, and ensure extra support for the most able pupils at the local secondary school. Equality of opportunity is monitored regularly by the senior leadership team and reviewed by the governing body. The school is fully inclusive. It is particularly successful

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at giving pupils who join partway through their primary school education very good support and individual care so that they quickly settle into their new class.

What does the school need to do to improve further?

- Raise attainment in mathematics by the end of this academic year by:
 - improving planning to address the wide range of ability in each class, especially in Key Stage 2
 - increasing teachers' subject knowledge through focused professional development
 - analysing pupils' written work to identify errors in order to identify gaps in teaching and planning.
- Improve lesson planning to clarify the difference between a learning objective ♦ what will be taught ♦ and a learning outcome, so that pupils can evaluate the extent of their learning for themselves.

Outcomes for individuals and groups of pupils

2

Pupils make good progress from starting points that are below the levels expected nationally, and achieve well by the end of Year 6. Attainment is broadly average in English and science. It is below average, but not significantly so, in mathematics due to a legacy of disrupted specialist teaching and greater priority being placed on the development of English. Boys and girls perform equally well. Pupils with special educational needs and/or disabilities make good progress because individual needs are diagnosed accurately and addressed successfully through well-planned, small-group activities. Well-deployed teaching assistants provide extra challenge to small groups of more-able pupils. Those who join the school late make good progress and quickly start to close the gap in attainment, especially in English.

In literacy lessons pupils make good progress. In one particularly good example they used their knowledge of similes and metaphors to describe an artefact they intended to sell at the market. They collaborated very well, and enjoyed sharing ideas in discussions and testing them in role-play activities. Another class analysed a set of instructions successfully and identified imperative verbs, or 'bossy verbs' as they explained, as well as using appropriate vocabulary to connect ideas together in a sequence of events. Pupils were well prepared for producing their own sets of instructions, for example when writing recipes. In some numeracy lessons pupils make less progress because tasks are not always suited to their immediate learning needs, and they work too long without support from an adult to check their understanding or to move them along to the next task.

Pupils behave well in lessons, are very supportive of each other and use their well-developed team skills to solve problems together. They have a good understanding about how to be healthy, as reflected in the Activemark award and Healthy School status. The school is highly successful in promoting healthy eating by enabling pupils to plant, grow, harvest and then eat fresh produce, and has won county competitions for horticultural expertise. The oldest pupils are taught specifically how to keep safe, for example when using computers, learning about first aid and the risks they may encounter in the wider

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world. Pupils are punctual to lessons and attendance is above average, much improved since the last inspection.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Most teaching is good and teachers take pride in the resources they prepare to make lessons interesting and relevant. Interactive whiteboards are used well to display text, pictures or diagrams. Increasingly, the use of national assessment materials is contributing to greater accuracy in judging the quality of pupils' learning, which in turn is used effectively to plan future teaching. At present, numeracy planning is not precise enough to guarantee that all pupils make good progress in mathematics in Key Stage 2. For example, pupils are not always given enough time to practise and recall key numeracy facts, which means they do not consistently develop the tools to solve real-life problems.

Teaching assistants support individuals and small groups well, particularly those with special educational needs and/or disabilities or the more able, leading to good progress. Pupils know their curricular targets, although their use is at an early stage.

The curriculum is broad and well planned. Pupils contribute their views on topics they would like to study, and this increases their motivation and involvement in a range of creative and practical activities. Classrooms are bright with good quality displays that show a broad range of learning, skilfully linked across a number of subject areas. Teachers

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ensure that pupils have regular opportunities to apply their literacy and their information and communication technology skills across the curriculum, but not always their numeracy skills. Art, music and physical education are taught well by specialist teachers and pupils enjoy further learning in after-school clubs. Pupils comment enthusiastically about their residential trips and the visitors who come into school to talk to them. These experiences contribute well to their personal, social, emotional and cultural development.

Pupils are extremely well cared for and supported in school. This care often extends to individual families, and parents and carers play a full role in their children's education. Pupils are very well prepared for entry into school and when they move on to secondary education. A regular stream of information, reinforced through an excellent website, means that parents and carers know about all aspects of school life. A newly organised breakfast club provides a healthy start to the day for those who attend.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

All staff and the governing body understand the headteacher's vision for the school and fully support her drive and determination to improve pupils' attainment, particularly in mathematics. The extensive range of expertise within the senior leadership team is used effectively to monitor accurately teaching and learning, but also to improve how the curriculum is organised. Teachers' performance is linked appropriately and rigorously to school targets. Second best is not good enough in this school. The governing body is well informed and asks searching questions about all areas of school life. It has supported the headteacher well, resulting in improved teaching, more progress in pupils' learning and detailed analysis and action on pupils with additional learning needs. It ensures exemplary safeguarding practices, including regular staff training updates, and a governor who is dedicated to this important aspect regularly monitors school procedures and policies. It ensures efficient budget management and has ambitious plans to extend and improve the accommodation.

The school is very much at the heart of the village community, with parents and carers involved as important partners. Productive partnerships with local schools and local authority agencies contribute well to improving provision, in particular for vulnerable pupils. All pupils are treated equally and this is reflected in each group's rate of progress. Staff, the governing body and parents and carers have an effective plan to promote community cohesion. This is particularly strong within the school and local community, where pupils and their parents and carers take part in events throughout the year. Pupils learn effectively about other cultures through their links with a London school and schools

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abroad in Europe and Asia. These experiences prepare them well for living in a multicultural society.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The outstanding provision for this age group contributes significantly to children's overall enjoyment, very good progress and their personal, social and emotional well-being. Children's learning takes place in an idyllic setting, and encouraging them to explore and investigate their surroundings is at the heart of everyone's endeavours. The Early Years Foundation Stage leader is an expert in planning and facilitating very rich and varied experiences which increase children's knowledge and understanding in every area of their development. Learning is skilfully linked together so that key social, literacy and numeracy skills are developed and then applied to all other activities. Basic routines such as self-registration, hanging-up coats and storing bags are quickly established, giving children a sense of order and security. They are confident and sociable, playing very well together and sharing the equipment. They take turns and show respect for their surroundings. They gain much enjoyment from their very well-resourced play house, riding bikes or looking out for real-life traffic shapes they have learned about in a mathematics session. Regular sessions take place in a spectacular wooded area next to the playground. Here children tend their allotment, harvest crops and then cook and eat them, promoting a very good first-hand understanding of how to be healthy but also about the growing cycle through the seasons.

Adults maintain an excellent balance of direct teaching and supporting child-initiated learning. Learning about letters and sounds is brisk, direct and organised so that children use actions to increase their knowledge of how to write their letters too. This activity is repeated in pairs when children check each other's success in remembering the sound

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each letter makes. They enjoy being the teacher for some of the time. Continuous assessments are kept in a comprehensive and meticulous record-keeping system understood by all adults. Such evidence contributes to attractive, individual records of achievement presented to parents at the end of the year. Children's welfare and safety are paramount and maintained to a high standard. The school works very well in partnership with the on-site, privately run Nursery class and with parents and carers, providing a seamless transition into the Reception class.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents and carers responded positively to the Ofsted questionnaire. Almost all agree that their children enjoy school, and every one felt that the school keeps their children safe and prepares them well for the future. Inspectors investigated concerns raised by a very small number of parents and carers about how well the school keeps them informed about their children's progress, takes account of suggestions and deals effectively with unacceptable behaviour. There are very good systems for communicating with parents in newsletters and via the school website. Behaviour is good in class and on the playground, and a rewards and sanctions policy is consistently applied by all teachers when required.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shoreham Village School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 34 completed questionnaires by the end of the on-site inspection. In total, there are 80 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	68	10	29	0	0	1	3
The school keeps my child safe	25	74	8	24	0	0	1	3
My school informs me about my child's progress	19	56	12	35	2	6	1	3
My child is making enough progress at this school	16	47	16	47	0	0	1	3
The teaching is good at this school	21	62	13	38	0	0	0	0
The school helps me to support my child's learning	16	47	17	50	1	3	0	0
The school helps my child to have a healthy lifestyle	18	53	16	47	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	47	17	50	0	0	0	0
The school meets my child's particular needs	14	41	18	53	0	0	1	3
The school deals effectively with unacceptable behaviour	17	50	13	38	2	6	1	3
The school takes account of my suggestions and concerns	16	47	15	44	3	9	0	0
The school is led and managed effectively	19	56	15	44	0	0	0	0
Overall, I am happy with my child's experience at this school	20	59	11	32	2	6	1	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 October 2010

Dear Pupils

Inspection of Shoreham Village School, Shoreham, TN14 7SN

Thank you very much for helping with the inspection of your good school. My colleague and I thought you worked hard in class and behaved well around school and on the playground. We also enjoyed talking to you and hearing some of your thoughtful opinions about what you like about your school and some of the things you still feel could be improved. We were impressed by how well you worked in teams and helped each other to learn. This is a very important skill when you move on to secondary school and meet new pupils from different schools. We agree that there is no bullying in your school.

Although your work in English and science is at the right level by the end of Year 6, that is not the case in mathematics. In order to make better progress we have asked your headteacher to check that your teachers plan very carefully for everyone within your class. Also, we would like to make sure that you know exactly what you will be learning by the end of lessons and be able to check out what you have understood, either by yourselves or together with one of your group. So we have asked that your teachers explain what you should be able to understand and write it down either on the whiteboard or a sheet of paper. In that way you will be able to check off what you have learned, especially in mathematics, before you start the next lesson.

We hope you continue to enjoy your topic work and keep up your ecology activities so that you will win another prize next year. We hope you enjoy the rest of the year and for those who will be moving on next summer, we know that your time at Shoreham Village School has been happy and special among your friends and teachers.

With good wishes to everyone,

Yours sincerely

June Woolhouse

Lead inspector

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