

# Shoreham Beach Primary School

Shingle Road, Shoreham-by-Sea, West Sussex, BN43 5RH

**Inspection dates** 9–10 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because:

- Over time, too few pupils have made good progress, particularly in mathematics.
- Leaders, some of whom have been recently appointed, have put appropriate systems in place to raise achievement but some pupils are still catching up.
- Leaders are not equally confident when it comes to analysing data about pupils' learning.
- Systems for checking the quality of teaching have been strengthened but have not had a sharp enough focus on pupils' progress.
- In lessons, work is sometimes too easy for some pupils, especially the more-able, and the pace is too slow. Also, questioning is not always used well to check and deepen pupils' understanding.
- Marking does not always pinpoint pupils' next learning steps and some teachers do not ensure that pupils respond to their guidance.
- Opportunities are sometimes missed for pupils to show initiative and find things out for themselves.
- While there are plans for their introduction, teachers do not yet have targets for pupils' progress.

### The school has the following strengths:

- The school is a happy and harmonious place. Pupils behave well and feel safe and cared for.
- Pupils enjoy the rich and varied experiences provided that promote their spiritual, moral, social and cultural development well.
- Staff are resolutely committed to doing their best for every pupil. Teamwork is strong and there is now a shared vision of how to improve the school.

## Information about this inspection

- Teaching and learning were observed in 16 lessons and pupils' work was examined, especially in English and mathematics. Some observations were joint visits with senior leaders.
- Meetings were held with staff, pupils, four members of the school's governing body and a representative of the local authority. One meeting with pupils was dedicated to a discussion of reading, with an opportunity for pupils to read aloud. Informal discussions with pupils took place at break and lunchtimes.
- Inspectors took account of the 98 responses to the online questionnaire (Parent View) and 17 staff questionnaires. Parents' and carers' involvement in school life was discussed with senior leaders. At the beginning of one day, informal conversations were held with parents and carers in the school playground.
- A range of documentation was looked at including records relating to pupils' progress, behaviour, attendance and safeguarding.

## Inspection team

Jacqueline White, Lead inspector	Additional Inspector
Clementina Olufunke Aina	Additional Inspector
Christopher Deane-Hall	Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average size primary school. It began a transition from a first school to a primary school in September 2008 and was a full primary school from September 2010.
- Most pupils are White British. Relatively few are from minority ethnic backgrounds or speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is well below average. The pupil premium is additional funding for children in the care of the local authority, children with a parent or carer serving in the armed forces and pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher took up her post in January 2011. An assistant headteacher and the special educational needs coordinator were appointed more recently.
- The school holds several awards, including Healthy School status and the Eco School Green Flag award.

### What does the school need to do to improve further?

- Improve the effectiveness of teaching, and hence raise pupils' attainment, through strengthening teaching so that it is at least good and a greater proportion is outstanding by:
  - ensuring the work set challenges all pupils appropriately, particularly the most able
  - speeding up the pace of learning so that pupils achieve more in lessons
  - giving pupils more opportunities to take the initiative in learning and develop independence through investigation and solving problems on their own
  - using questioning effectively to probe and extend pupils' understanding.
- Improve leadership and management by:
  - embedding systems for checking the quality of teaching and how well it promotes pupils' progress
  - setting teachers targets for pupils' progress
  - ensuring all leaders can analyse data about pupils' learning to improve teaching and accelerate pupils' progress.

## Inspection judgements

### The achievement of pupils

### requires improvement

- The large majority of children join the Reception class with the skills and understanding expected for their age, although there is an increasing number, currently about a quarter, below expectations. There has been variation in the rate at which pupils make progress as they move up the school. Too few pupils have made good progress, especially in reading and mathematics, and in Key Stage 2. Consequently, pupils' attainment has fluctuated in recent years.
- In 2012, attainment in mathematics at the end of Key Stage 2 dipped to below average and, in the Year 1 check, pupils' understanding of letters and sounds (phonics) was also below average. Provisional test results for the current Year 6 show a marked recovery in performance in mathematics and Year 1 pupils did very well in the most recent phonics check.
- Children in the Reception class settle in quickly, are very well cared for and make good progress with their early reading, writing and mathematics. Pupils are now making much better progress in every year group in both English and mathematics. However, while reducing, there is still some variation and not all pupils are making consistently good progress.
- Pupils' work, lesson observations and the school's reliable data show attainment that is broadly average and rising.
- The school is now strongly focused on improving pupils' literacy and numeracy skills. Training in the teaching of reading and mathematics has been beneficial. The teaching of reading skills is far more structured and systematic.
- The progress of disabled pupils and those who have special educational needs has mirrored that of other pupils; it has varied. Analysis of their needs is now accurate and individualised programmes are supporting their learning and well-being effectively, so that their progress is accelerating.
- The few pupils who are eligible for the additional pupil premium funding are making good progress in both English and mathematics. The school uses the funding to provide extra teaching support and access to experiences that promote personal development. Numbers are too small to make precise comparisons without identifying pupils but where there are gaps in attainment with classmates and all pupils nationally, they are closing.
- Equality of opportunity is central to the school's values. The few pupils from minority ethnic backgrounds, including those for whom English is an additional language, are responding to improving teaching alongside their peers and are doing well. There is no discrimination within the school.
- The large majority of parents and carers who responded to the online questionnaire thought their children were making good progress. While inspection evidence shows that pupils' achievement requires improvement, these positive views are in tune with the fact that it is rising.

### The quality of teaching

### requires improvement

- There is too much teaching that requires improvement.
- Where teaching requires improvement it is often because teachers do not challenge pupils sufficiently and work is too easy for some. Long explanations to the whole class and closely directed activities mean that opportunities are missed for pupils to show their initiative, move on to harder work and find things out for themselves. The pace of learning is sometimes too relaxed and pupils do not get enough work done.
- Questioning is not always used well to check pupils' understanding or extend their thinking. At times, teachers take too many responses from pupils with their hands up rather than selecting individuals.
- Marking has improved and now clearly highlights strengths and weaknesses in pupils' work but it does not always pinpoint their next learning steps. Teachers are not systematic in ensuring that

pupils respond to their guidance.

- Where teaching is good or better, expectations for work and behaviour are high and are met. Teachers use their subject knowledge well to tackle weaknesses in pupils' learning. Activities are closely matched to the needs of individual pupils and the work set is varied, well-sequenced and imaginative. There are good opportunities for pupils to work independently, including in pairs and small groups. Pupils are challenged to take responsibility for their learning. For example, in a Year 3 English lesson, pupils worked in pairs to develop their understanding of the linguistic devices used in riddles. They were given exemplar materials and had to work out and then replicate the key features for themselves. Work in progress was shared and evaluated. The pace of the lesson was energetic with sufficient pressure to keep pupils absolutely focused. They all enjoyed the challenge and produced some excellent work as a result.
- Most parents and carers who responded to the online questionnaire believe their children are taught well. While further improvement in teaching is necessary, training and opportunities to share effective practice are increasing the proportion of good and better practice.

### **The behaviour and safety of pupils are good**

- There is a real sense of pride held by pupils about their school. This is a welcoming and friendly school where pupils are happy and feel very well looked after.
- Generally, pupils have positive attitudes to learning. Their behaviour is usually at least good and sometimes excellent. Most parents and carers, staff and pupils agree that this is case.
- Pupils make a valuable contribution to the school's development. The older pupils run the school council that gives everyone the opportunity to take part in decision making. Some pupils in Key Stage 2 are appointed as junior governors and go to governors' meetings to share views and ideas. They have helped to formulate some policies, for example, the anti-bullying policy and have been very active in setting up the new house system.
- Pupils feel completely safe. They say there is very little bullying at the school and the school's records confirm this. If there are any problems, the high level of trust that characterises relationships in the school ensures they are reported and sorted out quickly. Pupils from all backgrounds and abilities get on well together and look after each other. They know how to keep safe in school and in the wider community and understand about cyber bullying.
- Clear behaviour management strategies are implemented well by staff. Occasionally, usually when the pace of learning is too slow in lessons, the concentration of some pupils drifts. Attendance is broadly average.
- Pupils explore their talents and interests through the excellent range of extra-curricular sport, music, drama, cultural events, trips and outings. The richness of these experiences ensures they mature into confident, well-rounded and thoughtful individuals. Pupils are keen to make a positive contribution to the wider community. They participate in, and sometimes lead, fund raising and community projects with enthusiasm.
- There are good opportunities for pupils to think about their responsibility to make the world a better place. For example, they take their roles as Eco Warriors very seriously and do their best to live in ways that are sustainable and protect the environment.
- Pupils appreciate that people are different and demonstrate tolerance and compassion in their day-to-day relationships.

### **The leadership and management require improvement**

- Leadership and management require improvement because systems within the school have not ensured that teaching is of sufficient quality to enable pupils to make good progress.
- Although the quality of teaching is checked regularly and senior leaders have a clear picture of strengths and weaknesses in teaching performance, they have not given enough emphasis to how well pupils learn over time.

- Some leaders lack confidence in analysing information about pupils' learning in order to identify and tackle weaknesses in achievement.
- As the senior leadership team establishes itself, it is demonstrating the capacity to increase the momentum of improvement. The headteacher is giving clear direction to the work of the school. The roles and responsibilities of senior and subject leaders have been clarified with a much sharper focus on improving teaching and raising pupils' achievement. Some impact is already evident but weaknesses in these critical aspects of the school's work have not been overcome.
- Management systems have been strengthened. Pupils' progress is tracked and reviewed. Where underachievement is detected, appropriate interventions are put in place to support learning. Teachers now have access to data about pupils' learning but they do not always use it well to plan work that challenges all pupils.
- Management decisions about teachers' movement up the salary scale are linked to the quality of teaching. Teachers have targets for the continuous improvement of their performance. However, the rate at which pupils' make progress is not yet included. Opportunities for training are aligned to school improvement priorities and have been appreciated by staff.
- The curriculum meets pupils' needs and fosters their creativity and social skills very well. The school invites parents and carers to well-organised information evenings, including a workshop for those with children in the Reception class, which help them to support their children's learning at home.
- The change from a first to a primary school has increased the focus on pupils' academic performance and challenged some members of the school community, including some parents and carers who feel the atmosphere in the school is less nurturing than it was. Most pupils say they love their school. The inspection questionnaire for staff shows that they too are proud of it and ambitious for its success. Within the school there is now a clear understanding of what needs to be done to improve it and most of the parents and carers who completed the online questionnaire said that they would recommend the school to others.
- **The governance of the school:**
  - Governors are developing their expertise through training. They have an accurate view of the school's strengths and weaknesses and how it compares with schools nationally. They know that pupils have not made sufficient progress and are monitoring the actions to improve the situation carefully.
  - Their financial management is sound. Raising achievement and ensuring the well-being of pupils are priorities in making decisions about expenditure. Governors have been effective in securing funding to improve the environment for learning.
  - They are knowledgeable about the quality of teaching and ensure that teachers' salaries are linked to teaching performance.
  - The governing body has a good understanding of how pupil premium funding is spent. They know the pupils who receive extra support through the funding as individuals and keep a close eye on their progress.
  - Governors ensure that the school is a safe place and pupils are very well cared for. All statutory requirements, including those for safeguarding, are met.

## 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

<b>Unique reference number</b>	125885
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	424607

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	204
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kyri Souppouris
<b>Headteacher</b>	Roberta Woodman
<b>Date of previous school inspection</b>	23–24 June 2010
<b>Telephone number</b>	01273 462688
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