

Shoreham Village School

Church Street , Sevenoaks, Kent, TN14 7SN

Inspection dates 17– 18 September 2013

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

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Disabled pupils and those with special educational needs do not do well enough in speaking, reading, writing and mathematics.
- Teaching in Years 1, 3 and 4 is inadequate. Information about what pupils already know is not used to identify their needs and move them on in their learning.
- Teaching assistants do not receive sufficient guidance to enable them to support pupils' learning throughout lessons.
- Except in mathematics, pupils are too reliant on adults because they do not have the resources they need to work on their own. They have few opportunities to use their own ideas and make decisions about their work.
- Marking does not consistently provide pupils with guidance on how to improve their work. Pupils do not have time to respond to comments or correct their mistakes.
- Staff are not trained in safeguarding or to teach physical education well.
- Pupils do not behave well or safely in some lessons and in the playground. Attendance is below average.
- Leaders are not identifying the underlying causes of pupils' behaviour or low attendance.
- Governors have not ensured that all statutory requirements are met.
- Leaders and governors have an unrealistic view of the school's effectiveness.
- It is unclear how new leaders are to contribute fully to the school's development. Plans for improvement do not focus on raising the achievement of all pupils.
- Pupils do not experience a broad and balanced programme of work. Some miss physical education lessons for additional work. There are few opportunities for pupils to develop mathematics skills in other subjects
- Parents are concerned about the future of the school. Nearly a quarter would not recommend it to other parents because they do not have confidence in the leadership.
- Parents do not consider that their concerns are dealt with well, that they receive valuable information about their children's progress or that homework is appropriate for children's ages.

The school has the following strengths

- Teaching in Years 2, 5 and 6 is stronger; so, pupils' attainment at the end of Years 2 and 6 in 2013 was higher than in previous years.
- The acting headteacher is quickly gaining the support of staff, governors, parents and pupils.

Information about this inspection

- The inspector observed 11 parts of lessons. All were jointly observed with the acting headteacher.
- Pupils in Years 1 and 6 read to the inspector. Others spoke to the inspector informally over lunch or in the playground, and those from Years 3 to 6 met formally to share their views of the school. Pupils' behaviour was observed in lessons, playtimes and at lunchtime. Samples of their previous work were scrutinised.
- Meetings were held with the acting headteacher and staff, including those with responsibility for disabled pupils and those with special educational needs, English and mathematics. The inspector also met with the teaching assistants, and representatives of the governing body and the local authority.
- The inspector took into account the views of parents expressed in letters and when they brought their children to school, and the responses of 60 parents who completed the online survey (Parent View).
- Some of the school's documentation was reviewed. This included the English and mathematics improvement plans, the summary of the school's self-evaluation, local authority reports, minutes of governors' meetings, arrangements for appraisal, safeguarding and records of pupils' behaviour and attendance.

Inspection team

Kath Beck, Lead inspector

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school may not appoint newly qualified teachers.

Information about this school

- This school is much smaller than most primary schools. Since the previous inspection the number of pupils attending has risen. There are five classes. Children in the Reception class and Years 1 and 2 are taught in single-age classes.
- The proportion of pupils known to be eligible for the pupil premium, the additional funding for pupils known to be eligible for free school meals, looked after children and those with a parent in the armed forces, is below that found in most schools. The school currently has two pupils with parents in the armed forces, but no looked after children. No pupils who were eligible for pupil premium took the national tests in Year 6 in 2012.
- The school's most recent Year 6 results cannot be compared with current government floor standards, which set the minimum expectations for pupils' attainment and progress. This is because there were not enough pupils in the year group to make such comparisons meaningful.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is similar to that found in all schools. The proportion supported through school action plus or with a statement of special educational needs is above that compared to all schools. Most of these pupils are in Reception, Year 1 and Years 3 and 4.
- The school runs a breakfast club every morning during term time.
- At the time of the inspection the substantive headteacher was on long-term sick leave. Four members of staff began working in the school in September 2013, including an acting headteacher who is providing support to the school for three days a week temporarily.
- The privately-run Shoreham Village Pre-School shares the same site. It is inspected separately and the report is on the Ofsted website.

What does the school need to do to improve further?

- Improve the quality of teaching, especially in Years 1, 3 and 4, so that it is good or better by making sure that staff:
 - identify precisely what pupils, especially disabled pupils and those with special educational needs, know and can do, and use the information to provide activities that are adapted to meet their different needs and abilities
 - provide opportunities for pupils to use their own ideas, make decisions about their work, and have sufficient resources so that they are not always reliant on adults
 - give teaching assistants clear guidance about how they can support pupils' learning to best effect throughout lessons
 - having marked pupils' work, with guidance on how to improve, make time for them to respond to helpful comments and make corrections.
- Raise achievement, especially for disabled pupils and those with special educational needs, in speaking, reading, writing and mathematics by:
 - making sure that pupils with speech and language difficulties are offered a suitably planned

- range of opportunities to develop their speech and communication skills
- ensuring the books pupils read are matched well to their abilities, and that they acquire sufficient knowledge of the sounds letters make to tackle unknown words
- providing pupils with a variety of resources, including visual aids, to help them to write and spell correctly
- ensuring younger pupils write their numbers correctly and including mathematical activities in lessons across a range of subjects
- closing the gap in attainment between those supported by pupil premium and their classmates as they move through the school.
- Improve pupils' behaviour and safety by:
 - analysing the logs of pupils' behaviour to identify and address the underlying causes of the incidents reported
 - involving pupils in ways to improve their social behaviour and show greater respect to one another
 - ensuring that more pupils attend regularly by working closely with parents and other agencies to reduce absenteeism.
- Make sure that safeguarding procedures ensure pupils are safe at all times by ensuring that:
 - statutory safeguarding requirements are met
 - all staff are trained in safeguarding so that their knowledge is up to date
 - unsafe equipment is removed from the site
 - compliance with the school's safeguarding policies is monitored robustly.
- Improve the leadership and management of the school, including governance, and build the capacity to improve by:
 - working with the local authority to secure the effective full-time leadership of the school
 - developing the skills of the new leaders so that they contribute fully to improvements to the quality of teaching and raising the achievement for all pupils, but especially for those who are disabled or have special educational needs
 - ensuring that there is a realistic view of the school's effectiveness that includes the views of parents, staff and pupils
 - revising the English and mathematics development plans so that they also focus sharply on the needs of disabled pupils and those with special educational needs
 - providing a thorough programme of training to raise the skills of all staff in teaching physical education and mathematics across the curriculum, and in how best to meet the needs of disabled pupils and those with special educational needs
 - meeting statutory requirements by reviewing the programme of work to ensure that all pupils receive their full entitlement to a wide range of learning experiences, and that this entitlement is checked rigorously to ensure pupils are not excluded from activities for additional learning in literacy and mathematics
 - strengthening the partnership with parents and restoring their confidence in the leadership of the school, by reviewing the ways in which parents' concerns are managed, information about their children's progress is shared, and the current arrangements for homework.

Ofsted has made recommendations for action on governance to the authority responsible for the school.

Inspection judgements

The achievement of pupils

is inadequate

- The progress of disabled pupils and those with special educational needs is inadequate because the activities planned for them in literacy and mathematics do not meet their specific needs. Teachers and teaching assistants lack the expertise to support pupils with complex and diverse needs effectively. There are few well-planned opportunities for these pupils to develop their speaking and communication skills.
- Not all pupils gain secure knowledge of the sounds letters make or methods to help them to tackle unfamiliar words. Lower-attaining pupils are reliant on adults to help them to read because books are not matched to their abilities. When writing, pupils do not have the resources, including visual aids, to help them to spell accurately or increase their vocabulary.
- In mathematics, younger pupils are not taught to write their numbers correctly, and pupils are not aware of how to apply their mathematical skills in other subjects. Pupils enjoy practical activities that help them to calculate.
- No pupils supported by pupil premium took national tests in Year 6 in 2102. There is a wide gap in the attainment between the small number supported by additional funding in Year 2 and their classmates and similar groups nationally.
- The number of pupils in Year 6 is very small. Consequently, results vary from year to year. Mostly they have been broadly average for several years but, in 2013, attainment was above average, particularly in mathematics. Scrutiny of written work completed by pupils in Year 6 between 2012 and 2013 shows they wrote confidently for a range of purposes and reached good levels of skill in their use of grammar and punctuation. Children in Reception last year reached an appropriate level of development. They made better progress in mathematics, physical development, understanding of the world and expressive arts and design and technology than in their personal, social and emotional development and their literacy and communication skills.

The quality of teaching

is inadequate

- In Years 1, 3 and 4 teaching is not good enough. Not all staff identify precisely what pupils, especially disabled pupils and those with special educational needs, know and can do. Activities for these and other pupils in English and mathematics are not always planned or adapted to meet their differing needs and abilities.
- Expectations of what pupils can do are sometimes too high because teachers have not used checks on what pupils have learned before to provide work at an appropriate level. Younger pupils, asked to work in groups of six, did not understand what they needed to do to work together. They lost interest, made little contribution to the group and learning slowed.
- Teaching assistants are not utilised effectively throughout lessons. They do not receive sufficient guidance about what pupils are to achieve, the resources they need and how they can help them make good progress.
- In some classes, including Reception, pupils are too reliant on adults to complete their tasks. There are not enough opportunities for them to use their ideas, and make decisions about their work.
- Marking is inconsistent. Some teachers make clear what pupils have done well and what they need to do next. They do not give pupils time to respond to their comments or learn from their mistakes.
- Good teaching in Years 2, 5 and 6 is helping pupils to learn at a faster rate. Pupils know what they need to achieve and how they can challenge themselves to do even better.

The behaviour and safety of pupils

are inadequate

- Records of incidents of poor behaviour over the past year show that pupils do not show sufficient respect for one another in lessons or in the playground. These records are not analysed to identify the underlying causes of these incidents and help pupils to improve.
- In physical education lessons, and on the playground, pupils do not behave in a manner that helps to keep them and others safe. Some physical education equipment, including mats and climbing equipment stored outside, is unsafe and pupils do not play safely around this or listen carefully when adults give them instructions.
- Too many pupils do not attend regularly. The school believes that this is because of childhood illnesses, but has no clear record of the reasons why each pupil is away or how absence is followed up rigorously. Newsletters from governors and letters to the families concerned have not had sufficient impact in raising attendance.
- Some parents consider their children are safe in school, but others do not. Some expressed worries about the way in which their children have been spoken to in the past, and that concerns about their children's well-being are not followed up quickly enough.
- Pupils also shared mixed views about their safety. They said they had been taught to keep safe on the internet and know about different kinds of bullying. They were unhappy when in the past teachers shouted at them. Their ideas for how to improve behaviour are not taken into account.
- When teaching is good, especially in Years 2, 5 and 6, staff capture pupils' enthusiasm for learning. Pupils listen attentively, work very well in small groups, and do their best, taking pride in presenting their work neatly. This helps these pupils to make good progress.
- The breakfast club provides pupils with a healthy meal and is a happy social occasion at the start of the day.

The leadership and management are inadequate

- Leadership and management are inadequate because disabled pupils and those with special educational needs do not receive an acceptable standard of education. The lack of training for all staff to support these pupils effectively means they do not have access to good quality learning experiences, or an equal opportunity to succeed.
- With the high turnover of staff, most of whom are currently very new to their roles or at an early stage of their career, the school does not have the capacity to improve without considerable external support. Arrangements to lead it temporarily have gained the confidence of parents, staff, governors and pupils, but those for the long term are unclear.
- Senior leaders who have only recently joined the school are determined to bring about improvements, but their roles have yet to be fully defined to provide a shared sense of direction. They are not aware of how they will check the quality of teaching and raise achievement, especially for disabled pupils and those with special educational needs.
- The school has an unrealistic view of its effectiveness, which does not take into account the views of parents, staff and pupils. Its spotlight on the teaching of the average and more able pupils has discriminated against those with greater barriers to their learning. Plans to improve achievement in English and mathematics further do not include a sufficiently sharp focus on the needs of the lowest attaining pupils.
- The programme of work does not meet statutory requirements. Pupils, especially disabled pupils and those with special educational needs, are held back from physical education lessons to boost their learning in English and mathematics. In Reception, children enjoy a variety of engaging activities that set the foundation for learning in Year 1.
- Opportunities for all staff to raise their skills through training in safeguarding and managing behaviour, mathematics across the curriculum and physical education have been limited. The school has yet to decide how to allocate new funding for sport to benefit pupils' lifestyles and physical well-being.
- Assemblies, trips out, and an understanding of how to protect the natural world promote pupils' spiritual, moral and cultural development effectively. There are not enough opportunities for pupils to be involved in decisions about their social development.

■ The local authority challenged the school to raise achievement in English and mathematics in Year 6 in 2013. It did not check the impact of the quality of teaching on the least able pupils throughout the school.

■ **The governance of the school:**

- Governors have not undertaken sufficient training to ensure that statutory requirements are met. They do not check that the school's arrangements for safeguarding are implemented robustly. Governors have challenged senior leaders over the past year to raise achievement. They knew that, although numbers were small, the school had almost missed the government's floor targets in 2012. Governors are unaware of the quality of teaching, although they know that attainment in Year 6 is higher this year than in the past. They rely too heavily on reports from senior leaders, and the local authority, that do not provide an accurate view of the school's effectiveness, especially with regard to the progress of disabled pupils and those with special educational needs. Governors are involved in the appraisal arrangements of staff and ensure that promotion and pay awards are linked to pupils' achievements. They know how the pupil premium money is spent, but not the impact on achievement for those who are eligible and also have learning difficulties. Finances are managed with the support of the local authority and spending is checked carefully.

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	427268

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	Jenna Leight
Headteacher	Emma Pape
Date of previous school inspection	12– 13 October 2010
Telephone number	01959 522228
Fax number	01959 523252
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