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26 March 2013

Mrs Eileen Mumford
Acting Headteacher
Shoreham Village School
Church Street
Shoreham
Sevenoaks
Kent
TN14 7SN

Dear Mrs Mumford

Special measures monitoring inspection of Shoreham Village School

Following my visit to your school on 24–25 March 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in September 2013. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The school is making reasonable progress towards the removal of special measures.

The school may not appoint newly qualified teachers before the next monitoring inspection.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of

State, the Chair of the Governing Body and the Director of Children's Services for Kent.

Yours sincerely

Amanda Gard
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in September 2013

- 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.

Report on the second monitoring inspection on 24–25 March 2014

Evidence

The inspector observed teaching and learning in every class. All visits to lessons were carried out jointly with either the temporary teaching and learning mentor or the acting headteacher. The inspector met with the acting headteacher, the assistant headteacher, the temporary special educational needs coordinator, a group of pupils, a group of additional adults, a small group of parents and carers, three governors including the Chair of the Governing Body, and two representatives from the local authority. The inspector also looked at pupils' workbooks for literacy and mathematics, and considered the governing body minutes, information about pupils' progress and the school's records of checks made on the quality of teaching.

Context

The school has appointed a temporary teaching and learning mentor for one day a week to help develop classroom practice. The governing body has reconstituted and has co-opted an additional governor. There is a falling roll and steps are being taken to reduce from five to four classes from September 2014. Governors are advertising for a substantive headteacher or executive headteacher to take up post from September 2014.

Achievement of pupils at the school

Since the school's inspection last September, teachers' judgements on each pupil's attainment in reading, writing and mathematics have been checked for accuracy. This information is used effectively in the regular meetings held to check all pupils do as well as they should. If pupils fall behind, action is taken to close the gap. The majority of pupils across the school, including those in the current Year 6, are making progress in line with that seen nationally in reading, writing and mathematics. However, there is still a sizeable minority of pupils who are not making enough progress.

The next steps for pupils with speech and language difficulties are identified and suitable learning opportunities are planned. As a result, most of these pupils are starting to make progress towards their targets. Pupils eligible for additional funding and those with special educational needs generally make progress at a similar rate to their peers.

Pupils acquire a sound understanding of the links between letters and sounds (phonics). They apply this knowledge effectively and also make good use of the resources teachers provide to support them when reading and writing. This helps them make the progress they should.

The new calculations policy is helping teachers to develop pupils' skills securely as they move up through the school. Work in books shows that pupils are taught how to form numbers correctly. However, there are still too few opportunities for pupils to apply their skills in mathematics in real-life situations.

The quality of teaching

Teachers have reviewed lesson plans to show exactly which level pupils are working at. In the majority of lessons, where teaching is good, teachers use this information to set work at the right level of difficulty for each child, to move their learning on. They make good use of specialist advice for disabled pupils and those with special educational needs, to provide tailored programmes and ensure these pupils do as well as they should. Teaching is poor in a minority of lessons where expectations are too low: here, the tasks set do not provide sufficient challenge. Pupils in these lessons are not clear what they are expected to achieve so that they lose focus and do not make enough progress.

Throughout most of the school, resources are well stored and clearly labelled so that pupils can access them easily. Pupils are given some opportunities to make decisions about their work. For example, in Year 2, pupils designing space suits decided what measuring equipment they would need to ensure a good fit. In other lessons, however, pupils are given worksheets which limit how they set their work out and the amount they are expected to write, and this holds them back.

Where teaching is effective, lesson plans set out exactly what additional adults need to do to support identified pupils. They use this information effectively in their work with pupils to help them make progress. In less effective lessons, additional adults are not given enough direction and pupils do not receive enough support to move forward in their learning. However, they have received helpful training to work with small groups on specific programmes: this is starting to improve pupils' skills in areas such as social skills and communication.

All teachers follow the school's policy for marking pupils' work. Pupils know that pink marking indicates praise and green shows goals, and this helps them to know where to focus. Where teaching is effective, pupils have a checklist for what they need to achieve and take responsibility, with support from their teacher, for thinking about how well they have done and what they need to do next. This is not always the case. Some feedback congratulates pupils too readily for work of a low standard and does not show pupils their next step. Teachers do not allow enough time for pupils to make corrections which will help them to act on the advice given.

Behaviour and safety of pupils

Behaviour is managed well, and pupils are polite and friendly. Pupils are motivated by the new system of rewards for good behaviour which they helped to develop, and

look forward to Friday assemblies when achievement certificates are awarded. Teachers keep individual logs of pupils' behaviour but there have been no serious incidents to record. The buddy system helps pupils to look out for each other in the playground and develops a family feeling across the school which pupils appreciate. Pupils move sensibly around the school and the transition from playground to classrooms is calm so that pupils come into lessons ready to learn. In the majority of lessons, pupils tackle learning with enthusiasm and try their best so they achieve well. In the minority of lessons where teaching is not good, pupils become distracted, which holds progress back.

The school's attendance policy has been reviewed and no holidays are authorised in term time. Attendance is in line with the national average.

Statutory safeguarding requirements, including training for child protection, are fully met. The priority recommendations from a recent health and safety audit have been followed and the site is safe and secure. Pupils report that they feel very safe in school and that teachers are kind, helpful and caring.

The quality of leadership in and management of the school

The determined acting headteacher is showing strong leadership which has enabled the school to make progress. She is well supported by the assistant headteacher, the temporary teaching and learning mentor and the temporary special educational needs coordinator. They are a skilled team, each focusing effectively on a specific area of the school's work. The initial emphasis has rightly been on improving the quality of teaching. However, this work has been undertaken mainly by the teaching and learning mentor and subject leaders have not developed their role sufficiently to check how well their subject is taught. Targets within the school's development plan closely match the priorities from the inspection report and clearly show how each area will be tackled. Progress is checked regularly by senior leaders and governors to maintain momentum and to measure the school's effectiveness.

A specialist physical education teacher is helping to develop teachers' skills to teach this subject. Teachers have had training to support pupils with visual impairment and they are fully included in lessons. The new calculations policy helps most teachers to set work in mathematics at the right level, including for disabled pupils and those with special educational needs. A review of timetabling has taken place so that pupils do not miss activities for extra learning in literacy and mathematics.

Parents and carers who met with the inspector expressed great confidence in the acting headteacher and governors. Senior leaders have not yet formally canvassed parents' and carers' views to assess if this confidence is widespread across the parent body.

The governing body is starting to hold the school more rigorously to account. The knowledgeable temporary Chair of the Governing Body is taking a strong lead to ensure governors focus on the right areas. The newly introduced system of monthly

meetings which all governors attend is effective in ensuring they keep up to date. It is also usefully enabling experienced governors to develop the skills of those who are newer to the role.

External support

There has been effective support from the local authority adviser to develop the skills of the assistant headteacher, new to post at the time of the inspection. As a result, she plays a full part in the senior leadership team. The local authority is also supporting governors well to recruit a new permanent headteacher.

Links with the Sevenoaks collaboration continue to be beneficial, enabling teachers to see good practice in different schools.