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10 July 2014

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 8 and 9 July 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 third 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 not making enough 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 third monitoring inspection on 8–9 July 2014**

### **Evidence**

The inspector observed teaching and learning in every class. All visits to classrooms were carried out jointly with the temporary teaching and learning mentor. The inspector met with the acting headteacher, the assistant headteacher, subject leaders for mathematics and English, the temporary special educational needs co-ordinator (SENCO), a group of pupils, a group of teachers, two governors including the Chair of the Governing Body, and two representatives from the local authority. The inspector spoke informally to parents and carers at the school gate and considered written communication from one parent. The inspector also looked at pupils' workbooks for literacy and mathematics, and heard pupils read. She considered the governing body minutes, information about pupils' progress, record-keeping for pupils with special educational needs, results of the school's recent survey of parents and carers, and the school's records of checks made on the quality of teaching.

### **Context**

Following the last monitoring inspection, the teacher for Years 3 and 4 has left the school. The class is currently being taught by a temporary teacher for the summer term. A new teacher has joined the school for one day a week to cover the Year 5 and 6 class. This teacher will continue as a job share with the assistant headteacher for one day a week in the next academic year. The school will be restructured to four classes from the current five classes in September 2014. Governors have appointed a new full-time headteacher, who will start in September 2014.

### **Achievement of pupils at the school**

At Key Stage 1, pupils make reasonable progress from their different starting points. As a result, standards in reading, writing and mathematics are higher than nationally by the end of Year 2. Pupils eligible for additional government funding and those with special educational needs make progress at the same rate as their peers.

When reading, pupils tackle new words with confidence, because they have a good knowledge of the sounds that letters make (phonics). The vast majority of pupils in Year 1 have met the expected standard in the phonics screening check and are well prepared to go into Year 2. Pupils' writing is carefully set out and many are starting to develop joined-up handwriting which enables them to write fluently as they begin to attempt longer pieces of work.

Progress for Key Stage 2 pupils is unacceptably poor. Meetings to discuss how well they are doing have focused too much on pupils' pastoral needs at the expense of standards in reading, writing and mathematics. Senior leaders and teachers have not

put effective strategies in place to help pupils who have fallen behind in the past. By the end of Year 3, pupils are starting to fall behind. By the end of Year 4, too many pupils are a year behind where they should be in all subjects. This is also the case in Year 5; although these pupils have made some progress this year, it is not enough to make up for their previous underachievement. Urgent action needs to be taken to ensure all these pupils make faster progress to catch up and reach the standards they deserve. Progress for pupils eligible for additional government funding and those with special educational needs is generally at the same slow rate as their peers.

The four Year 6 pupils have made reasonable progress this year to reach the expected level in reading and writing. Progress for these pupils has not been good enough in mathematics and, as a result, most of them are not well prepared to begin secondary school.

Pupils' handwriting at Key Stage 2 is often messy and many pupils are not joining letters. This makes their work hard to read and prevents them writing more extended pieces. Teachers have not taken action to address this shortcoming.

### **The quality of teaching**

Observations during this monitoring visit show that work was not set at the right level of difficulty. Teachers did not reshape tasks in response to pupils' understanding. This meant many pupils, especially the most able, were not challenged enough to move on in their learning. Teachers did not always explain well enough what was expected so pupils were left floundering or tackled their work incorrectly.

Where teaching was more effective, teachers checked pupils' learning accurately and helped them to deepen their understanding. Scrutiny of pupils' workbooks shows that at Key Stage 1 and Years 5 and 6, this is more typical. In general, tasks are appropriate for pupils' ability and help them make progress. In Year 5 and Year 6, new, larger books have been provided since the last monitoring inspection. This has encouraged pupils to produce more work to show their capabilities.

However, in Year 3 and Year 4, expectations are too low. In mathematics and English sessions, pupils are given worksheets which are too easy. They do not have to think hard enough to complete these, and start to lose focus. They are promised more of the same if they finish and this just encourages many pupils to work at a slow pace. As a result, they do not make the progress they should. Some pupils with special educational needs are not well enough supported. For example, in a mathematics session, they were unable to read the task they were given. The mathematics itself was well within their capabilities but they quickly became despondent and gave up, so progress stalled.

All teachers continue to mark pupils' work conscientiously. The effective practice seen at the last monitoring inspection, where pupils are helped to check how well they have done, continues in these classes but is still not carried out consistently across the school. Teachers provide more regular opportunities for pupils to improve their work. However, teachers' comments generally focus on correcting basic secretarial errors and do not often enough require pupils to respond in depth, check their understanding or extend their learning. There is no system to check that pupils have responded to comments when asked, which makes it difficult for teachers to see if it has made a difference.

The staff team has worked hard to improve the quality of display around the school. There are now more displays which effectively support the children's work in lessons. Different aspects of learning across all subjects are shared and celebrated in the whole-school display on Speller's Wood.

### **Behaviour and safety of pupils**

A school behaviour log is now in place but there have been no serious incidents to report. Behaviour around the school and in classrooms is usually good. Most pupils try hard and are positive about their learning. Teachers generally use the behaviour policy consistently and manage behaviour well. However, pupils continue to lose focus and in some cases misbehave when teachers do not set tasks at the right level of difficulty. When this occurs, they become bored or frustrated, and progress wanes.

The site is safe and secure, and pupils feel safe. They enjoy using the new trim trail and appreciate the new playground equipment and markings because 'there is more to do'. Parents and carers report their children are happy and enjoy school. Attendance remains in line with the national average. Safeguarding arrangements meet current requirements.

### **The quality of leadership in and management of the school**

The pace of improvement has been too slow. Senior leaders have not taken robust action to improve standards at Key Stage 2 because data are not used effectively to target additional support for pupils who need to catch up. Consequently, pupils have fallen further behind. Leaders express the expectation that things will improve from September because there will be greater capacity with a full-time headteacher. Nevertheless, this is too late for the pupils they have failed this year.

Senior leaders continue to focus on the next actions within the school's development plan. They do not return regularly enough to check the progress of earlier work and ensure all teachers implement the best practice. As a result, best practice, such as improvements in marking, is not fully in place in all classes.

Senior leaders make accurate judgements about the quality of teaching and learning, and identify the correct areas for development. Teachers are told what to improve but are not shown well enough exactly what is expected. As a result, leaders' suggestions are not always properly implemented. This is often left unnoticed because there is not a clear timetable in place to make sure leaders return to check.

At the previous monitoring inspection, subject leadership was underdeveloped, and this is still the case. Subject leaders for English and mathematics have only very recently started to investigate how well their subjects are taught. This makes it hard for them to plan improvements. Their action plans do not set out well enough exactly how to raise standards, the expected outcome, and how this will be measured and checked. They have started some initiatives such as additional training for staff to teach phonics and daily mental mathematics sessions in each class. However, they are unsure whether these have made a difference or if more needs to be done.

The special educational needs co-ordinator has strengthened procedures for working with outside agencies and developed relationships with parents and carers. Paperwork is better organised and the new parent discussion logs provide a helpful summary of conversations. Some intervention strategies have been put in place for individuals or small groups but the SENCO is over-reliant on anecdotal reports to check their effectiveness. Like other subject leaders, the SENCO lacks a strategic approach to improvement.

The recent survey of parents and carers, which received 45 responses, indicates that the majority are positive about the school's work. Main concerns relate to information about progress, homework, the range of activities offered by the school and whether the school meets their child's needs. The school has responded to these concerns with plans to improve these areas. Parents' and carers' views gathered during the monitoring inspection show a growing confidence in the school. Many commented about the positive changes brought about by the acting headteacher. Their view that there is now a cohesive staff team was echoed by teachers.

New governors are developing their role, supported well by the Chair of the Governing Body and his team of more experienced governors from Kemsing Primary School. They have successfully appointed the new headteacher. Detailed attention has been given in the monthly governors' meetings to finance, and health and safety. Governors recognise the need to challenge the school more robustly about pupils' progress information and the impact of pupil premium funding.

## **External support**

Support from the local authority since the last monitoring inspection has been inadequate. Local authority representatives assumed that the school was improving at the proper rate. They have not checked that progress is carefully tracked and weaknesses rigorously addressed. They understand the need to undertake urgent action to support the school.

The school has continued to draw on helpful support from other schools in the collaboration, for example, to develop displays and provide useful models of good teaching.