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28 November 2014

Mrs Gillian Lovatt-Young  
The Headteacher  
Shoreham Village School  
Church Street, Shoreham  
Sevenoaks  
Kent  
TN14 7SN

Dear Mrs Lovatt-Young

### **Special measures monitoring inspection of Shoreham Village School**

Following my visit to your school on 25 and 26 November 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 fourth 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 appoint one newly qualified teacher 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 and as below.

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 the 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 carers 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 and carers, 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 carers and restoring their confidence in the leadership of the school, by reviewing the ways in which parents' and carers' concerns are managed, information about their children's progress is shared, and the current arrangements for homework.

## **Report on the fourth monitoring inspection on 26 and 27 November 2014**

### **Evidence**

The inspector visited five lessons to observe teaching and learning. All visits to classrooms were carried out jointly with the headteacher. The inspector met with: the headteacher, who is also subject leader for English; the deputy headteacher, who is also subject leader for mathematics; the newly appointed special educational needs coordinator; a group of pupils; a group of teaching assistants; a representative from the local authority and two governors including the Chair of the Governing Body. The inspector spoke informally to parents and carers at the school gate, met one parent or carer formally, considered written communication from one parent or carer and looked at results of the school's recent survey of parents and carers. The inspector also looked at pupils' workbooks for literacy and mathematics. She considered: the governing body minutes; minutes of staff and leadership meetings; staff training records; notes of visit from the local authority; information about pupils' progress, behaviour and attendance; the school's action plans; and the records of checks made on the quality of teaching.

### **Context**

Since the previous monitoring inspection in July 2014 a new permanent headteacher has started at the school. The school reduced in size from five to four classes in September 2014. The Year 2 class teacher left on maternity leave at the end of October 2014 and the class is covered by a temporary teacher. The temporary special educational needs coordinator leaves at the end of this term and the new permanent special educational needs coordinator has started work.

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

Since September new systems have been set up to raise standards in the school. Teachers plan daily sessions to develop specific skills in reading, writing and mathematics. They aim to close the gaps where pupils have fallen behind through this carefully targeted work. Pupils say this helps them in other lessons and more-able pupils enjoy the extra challenges teachers set for them at these times. There are early signs that pupils are starting to catch up but more time is needed to really see the impact of this approach.

The headteacher holds regular well-structured meetings with each teacher to check just how well each pupil is doing. If necessary there is additional support to help pupils catch up. Clear targets show exactly what standard each pupil should reach and help leaders to check progress.

The new scheme of work for mathematics helps teachers to plan work at the right level of challenge to help pupils achieve. There are interesting mathematical questions in displays around the school and clever links between mathematics and subjects such as art and history. Events such as the Shoreham Bake-off motivate pupils and show them the purpose of mathematics in real life. All this work is raising pupils' interest in mathematics and motivates them to try hard.

Teachers set higher expectations for how well pupils can achieve and encourage pupils to present their work carefully. The work done to improve handwriting is paying off: pupils' books show they are developing neater joined handwriting which helps them to write more fluently.

### **The quality of teaching**

Where lessons are most effective teachers set tasks at just the right level of challenge so that pupils make progress. This is becoming the norm across the school. Pupils report there are better resources, such as punctuation packs, which help them with their work. In the fewer less-successful lessons teachers do not think carefully enough about exactly what and how pupils will learn. They spend too much time introducing tasks instead of letting pupils get on. The headteacher is fully aware of how to tackle these weaknesses.

All pupils have target cards in their books. These help everyone see just how well they are doing. In the best examples the target cards show pupils exactly what to aim for next but this good practice is not consistent across the school.

There is a new whole-school approach to homework. Parents and carers like the routine of getting homework on a set day of the week as it helps them plan ahead. Pupils say homework is more fun. Teachers' comments help motivate pupils to try their best.

Teachers have refined the successful approach to marking which was in some classes last year. There are more useful pointers to help pupils improve their work in English but this is less often the case in mathematics. Pupils respond to their teachers' comments using red pencils. This makes it easy to see how well they have improved.

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

Pupils are inspired by the exciting topics and well-chosen texts and as a result they usually try hard in class. They aspire to get their work on the headteacher's Wall of Excellence saying, 'It would make you want to write more.'

Pupils know they are expected to behave well and they are courteous both in class and around the school. They are very motivated by the class treat trails which

reward good behaviour. They say that an increasing number of certificates are awarded for good behaviour. Poor behaviour is very rare but if it occurs the headteacher takes effective action.

Attendance remains in line with the national average. The new system for coming in to school in the morning helps pupils settle more quickly so the day gets off to a prompt start.

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

The new headteacher is unwavering in her drive to improve the school. She provides a renewed sense of direction and purpose and everyone knows what is being done to raise standards. The staff team is right behind her.

The updated school action plan focuses on the correct areas to drive improvement. It is very clear precisely what leaders are aiming for. The milestones for when each action should be achieved make the plan a useful tool for leaders and governors to check how well the school is progressing.

There are new systems to help leaders check that support for pupils with special educational needs makes a difference. The recently appointed special educational needs coordinator provides practical advice to teachers to help make sure these pupils do as well as they should.

Subject leaders ensure any areas of weakness are tackled and changes are sustained. For example, the subject leader for mathematics identified that some teachers were not using the new scheme of work effectively enough to raise standards quickly. The subject leader addressed this and importantly has checked again that improvements remain in place.

The majority of parents and carers remain positive about the school. In particular they like the improved communication and the changes to the school day. The headteacher is very aware that some parents and carers express concern about their child's level of achievement. She is working hard with teachers to address this but it is too soon to see precisely how well new systems are working.

Governors continue to keep a close eye on key aspects such as the budget. They receive more detailed information to help them discuss pupils' progress. However the minutes of their meetings do not show well enough just how robustly they challenge school leaders. They are sensibly developing careful succession plans to ensure future governance is strong.

## **External support**

The local authority has quite rightly increased its help to the school. There are more regular visits from the school's adviser, providing useful practical support to the headteacher. The Sevenoaks Collaboration continues its valuable backing, including providing a mentor for the headteacher. Experts from their Specialist Teaching and Learning Service deliver effective help, for example training for the early years team.