

Shoreham Village School

Inspection report - amended

Unique Reference Number	118284
Local Authority	Kent
Inspection number	312867
Inspection dates	21–22 November 2007
Reporting inspector	Robert Ellis HMI

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 on roll	
School	89
Appropriate authority	The governing body
Chair	Mary Inniss
Headteacher	Frances Fish
Date of previous school inspection	1 December 2002
School address	Church Street Shoreham Sevenoaks TN14 7SN
Telephone number	01959 522228
Fax number	01959 523252

Age group	4-11
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Amended Report Addendum

Report amended due to factual inaccuracy

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

Shoreham is a smaller than average primary school that serves the village of Shoreham and the surrounding area of West Kent. The proportion of pupils who have learning difficulties and/or disabilities is similar to other schools. The school has recently completed building work, providing three new classrooms and a hall for lunches, assembly and physical education (PE) use, so that it is no longer located on two sites separated by a public road. Pupils are taught in mixed-age classes, except in the Reception Year. The school has previously experienced some instability in staffing. The headteacher was appointed in January 2007.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Shoreham provides a satisfactory quality of education and has several good features. It is a happy school where every pupil is valued and well cared for. Those responsible for leading and managing the school are not complacent and recognise that, although some aspects of the school's work are good and others are improving, there remain areas for development. Standards are rising and most pupils, regardless of their background or ability, make at least satisfactory progress and are on track to achieve challenging individual targets. Pupils' personal development is good. They enjoy school and this is shown by their good behaviour, positive attitudes and the way they care for each other. They say they feel safe and well cared for and demonstrate that they understand the need to be healthy. The older pupils develop good personal qualities and are good role models for younger children. There are good opportunities for pupils to contribute to their own and the wider community. Teaching is satisfactory and improving and increasingly enables pupils to achieve well in lessons and make good progress towards their targets. However, pupils are not always sufficiently challenged or involved in assessing their own progress. The school recognizes that it is important to continue to develop consistently good or better teaching throughout the school to build on recent improvement. The curriculum is satisfactory because it is broad and balanced and meets the needs of pupils, but the school has identified that it could be better, so that there are stronger links between subjects and a more consistent approach to developing numeracy and literacy skills, and is working hard to improve it. Care, guidance and support are good and pupils say that they are well supported and know who to turn to if they have a problem. Parents are very supportive and the overwhelming majority say that their children enjoy school, feel safe and make good progress. Leadership and management are satisfactory. Those responsible for leading and managing the school have a clear picture of its strengths and areas for development. The school has good data on most aspects of its work and these are analysed well to identify strengths and areas for improvement. Recent improvements to assessment and tracking systems make it easier for teachers to get a quick and accurate picture of an individual pupil's progress and to intervene at an early stage when the risk of underperformance is evident. Governors have strengthened their capacity to hold the school to account for the standards it achieves. The positive impact of the actions taken to address previous weaknesses and the recent increase in the pace of improvement demonstrate a good capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 2

Children make good progress in the Foundation Stage in all areas of learning. Relationships are good and it is clear that children enjoy learning because learning activities are well structured, challenging and fun. Children cooperate well together and take responsibility, for example tidying away their own things after an activity. Teaching and the curriculum are good so that the children are actively engaged in their learning. Systems to record progress and achievement are exemplary and very good use is made of digital photography to record the children's work and activities in their 'busy books'. Parents are encouraged to be involved in learning and are kept well informed about learning activities and their child's experiences and achievement.

What the school should do to improve further

- Build on improvement in teaching and learning to make lessons even more interesting and challenging so that pupils can all learn as well as possible.

- Involve pupils more actively in assessing their own learning. A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

The attainment of pupils joining the school varies from year to year but most children start school with attainment that is close to average. Pupils make good progress in the Reception class so that by the time they start Year 1 most have achieved or exceeded the goals expected for their age in all areas of learning. Pupils make satisfactory progress in Key Stage 1 and results in 2007 were above average and exceeded the school's targets. Since the last inspection, the school's results in the national tests for pupils at the end of Year 6 have varied considerably. The small size of each cohort means that the performance of each pupil has a significant impact on the school's overall results. The 2007 test results showed that pupils made satisfactory progress in relation to their starting point and achieved average standards in English, mathematics and science, although the school's ambitious targets were not met. The sound progress pupils make in developing their key literacy and numeracy skills prepares them satisfactorily for the next stage of their education.

Personal development and well-being

Grade: 2

Pupils say that they like learning and enjoy coming to school. Their spiritual, moral and social development is good and cultural development is satisfactory. Behaviour in lessons and around the school is good and relationships at all levels are also good. Pupils work well together in paired and group work and most listen attentively when others are speaking. Pupils take responsibility for a range of activities, including organising their own activities at lunchtime, and there is an active school council to represent pupils' views and opinions. Attendance figures are close to the national average and most pupils are punctual to school and to lessons. Pupils know about the importance of developing healthy lifestyles, and gardening and cooking enrichment activities promote healthy eating. Pupils make enthusiastic use of the good range of play equipment that is available to them at lunchtime. Pupils say that they feel safe and know whom to turn to if they have a problem.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory and improving and there are significant strengths in the Foundation Stage. Teachers' planning takes account of the needs of pupils of different ages and stages of development, and tasks are mostly well matched to the needs and interests of groups of pupils or individuals. In lessons, adults explain the learning objectives carefully but do not always indicate how pupils will know if they are successful. Pupils do not have enough opportunities to assess how well they are doing in relation to the lesson objectives or their own targets. Assessment provides an accurate picture of what pupils have learnt and there are appropriate systems to track the progress that pupils make and identify when intervention is required. The pace of lessons varies. The best lessons are delivered at a brisk pace, include a variety of interesting activities to engage pupils and have an expectation that pupils will take responsibility

for their learning. A minority of lessons are more modestly paced and less challenging and in these, pupils do not achieve as much as they could. Adults in the classroom are good role models. There are good partnerships between teachers and teaching assistants, and this makes a positive contribution to pupils' learning. Pupils who have learning difficulties and/or disabilities get very good support and guidance so that they are able to make similar progress to other pupils.

Curriculum and other activities

Grade: 3

The curriculum for the Foundation Stage develops the full range of skills children need to acquire in all the required areas of learning. Across the school, there is a range of interesting activities and teachers are working hard to provide a curriculum that is flexible and responsive to pupils' needs. New strategies for teaching literacy and mathematics are being developed but these are not yet fully embedded and training is being provided for staff to develop this aspect of the school's work. Good use is made of the local environment and the school grounds to support learning. Links between different areas of the curriculum are being developed to make learning more interesting and relevant to pupils' experiences. There is a good range of enrichment activities including well attended after school clubs, visits and visiting speakers.

Care, guidance and support

Grade: 2

Arrangements to safeguard children are rigorous and effective and meet all current requirements. Pastoral care is good and the school has developed a very caring ethos. Parents and pupils say that they have confidence in the good quality care provided. 'This is a happy school and my children are very much part of the school community', is a typical view. Pupils get appropriate academic guidance. Targets are challenging, and most pupils know what their targets are and what they need to do to achieve them. Teachers frequently provide good oral feedback to pupils in lessons and use questioning well to get pupils to develop their thinking skills. Marking of written work is satisfactory and often provides good advice on how work can be improved or developed. However, marking is not always clearly linked to the learning objective for the task and seldom makes sufficient reference to how the work is contributing to meeting pupils' individual targets. Vulnerable children and those who have additional needs are supported very well.

Leadership and management

Grade: 3

The headteacher, supported by her staff and the governors, has provided good leadership and management since joining the school. Difficult decisions have been made and actions taken, for instance in addressing staffing issues and the challenges of overcoming an inherited budget deficit, and as a result the school has begun to reduce the deficit and has an appropriate plan for its eradication. Monitoring of teaching and learning provides an accurate picture of the school's strengths and areas for development, and improvements in subject leadership are resulting in improvements to standards and achievement. Subject leaders have clear plans for the actions they need to take but many of the actions already taken are relatively recent and have not had sufficient time to have had a significant impact on raising standards. Good partnerships have been developed with parents, local groups and external agencies to support

pupils' learning. Parents are supportive of the school and appreciate the recent increase in the pace of improvement. The governing body has been reorganised so that its work is sharply focused on the priorities for improvement identified in the school improvement plan. Governors visit the school regularly and are now better informed and able to be more effective in their role of critical friend. Effective steps have been taken to eradicate the areas of weakness identified by the previous inspection.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

- 27 November 2007 Dear Pupils Inspection of Shoreham Village School, Shoreham, TN14 7SN
Thank you for making me feel so welcome and for helping me with the inspection, and a special thank you to the school council and those of you who took time to speak to me about the work that you were doing. I particularly enjoyed talking to some of you about the sun clocks and other things that you were going to make and joining you for parts of your writers' workshop. Some of the things that the school does are good and some things need to be better, so I have given the school a satisfactory grade. I saw how well you behave and how well you look after each other. You told me that you enjoy being at school and feel safe and well looked after. You said that you like eating healthy food and I saw that you enjoy running around and playing games, particularly at lunchtime. Most of you work hard and pay attention in lessons and this helps you make satisfactory progress. Some of you try even harder and make good progress. The people who run your school know it well and have lots of good ideas about how it can be made even better. I think the main things that the school needs to do are to:
 - make lessons even more interesting and challenging so that you can all learn as well as possible
 - get you to think more about how well you are doing and make your own decisions about what you need to do to improve your work. You can help by supporting your teachers and always trying to do your best. I really enjoyed my time at your school and look forward to hearing about your future successes. Yours sincerely Robert Ellis Her Majesty's Inspector

27 November 2007

Dear Pupils

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I really enjoyed my time at your school and look forward to hearing about your future successes.

Yours sincerely

Robert Ellis
Her Majesty's Inspector