

# Shoreham Beach Community First School

## Inspection report

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<b>Unique Reference Number</b>	125885
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	340861
<b>Inspection dates</b>	23–24 June 2010
<b>Reporting inspector</b>	David Marshall

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	190
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrea Saunders
<b>Headteacher</b>	Sarah Searle-Barnes
<b>Date of previous school inspection</b>	24 June 2008
<b>School address</b>	Shingle Road Shoreham-by-Sea BN43 5RH
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## Introduction

This inspection was carried out by three additional inspectors. Twelve lessons and eight different teachers were observed. Discussions were held with the headteacher, the assistant headteacher, teaching and support staff, governors, pupils, parents and carers. Inspectors looked at documentation, including the school improvement plan, the tracking of pupils' progress, provision for those pupils having special educational needs and/or learning difficulties, and minutes of governors' meetings. In addition, 93 questionnaires from parents and carers, 22 staff questionnaires and 126 pupil questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the school's strategies for assessment, their analysis of progress, and what their data show about the level of achievement of the current pupils, especially in writing
- pupils' personal development and the effectiveness of the school's measures to enhance their spiritual, moral, social and cultural development
- how well the curriculum and extra-curricular activities contribute to pupils' achievement
- in the light of the school's current circumstances of moving to an all-through primary, how effectively the leaders and managers at all levels, including the governors, are facilitating continuity and improvement.

## Information about the school

This is a smaller than average primary school, situated in a seaside town near Brighton. The local area has mixed housing, including beachside detached villas, flats, detached and semi-detached houses and houseboats. Very few pupils are eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities is lower than the national average, but this number fluctuates. Their needs mostly relate to language, literacy and communication, and emotional difficulties. The percentage of pupils with a statement of special educational needs is small. Only a few pupils speak a language other than English at home. None is at the early stage of learning English.

Children in the Early Years Foundation Stage are taught in a Reception class. The school is undergoing a change from a first school to an all-through primary school. Currently, classes go up to Year 5 from Reception.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Shoreham Beach is an outstanding school. This is chiefly due to the outstanding effectiveness of the management, the high calibre of pastoral care and the excellent progress pupils make. The headteacher, staff and governors know very well the school's strengths and what needs to be refined further. Their track record of consistently raising standards to high levels, and involving pupils in so many innovative activities, shows that the school has an excellent capacity to continue improving. As one parent typically wrote, 'The school makes the best of every resource, which is part of what makes the learning interesting, relevant and fun. The teachers, parents and children all go that extra mile ? when you put these things together, you get a wonderful school.'

Pupils enter the school with skills and understanding that vary but are generally in line with expectations for their age. Very effective organisation and careful assessments enable children to make excellent progress immediately in the Early Years Foundation Stage. This outstanding start is built upon extremely well so that, by the time they leave the school, pupils' attainment is well above that expected for their age. This year's national assessments for pupils in Year 2 showed them achieving very high standards in reading, writing and mathematics.

Pupils' personal development and their wider educational outcomes are excellent, which helps their all-round achievement, both academic and personal. Throughout the school, pupils are enthusiastic learners. They acquire a detailed understanding of safe and healthy choices and make an exceptional contribution to the school and wider community. Attendance is above average, as pupils enjoy all their time at school. Pupils' behaviour and their keen appetite for teamwork, together with their outstanding skills in English, mathematics and science, prepare them exceptionally well for the next stage in their learning.

Pupils with special educational needs and/or disabilities make excellent progress. This is due to the high priority the school gives to meeting their needs. By ensuring outstanding help from very well-qualified teaching assistants wherever it is needed, the least able and most vulnerable pupils make excellent progress.

All staff work hard to create attractive classrooms with imaginative displays, and therefore provide a very positive learning environment. A huge range of additional activities, visits and visitors enhances the outstanding curriculum. The overall quality of teaching is outstanding. Lessons are planned to make sure that all pupils enjoy learning. Teachers' planning is thorough and is based on the use of careful assessments. Pupils are very clear on their improvement targets and say 'they really help me to get better'. Teachers mark pupils' work thoroughly, but do not always take the opportunity to point

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their pupils towards the next steps in learning and respond to the improvements made. Shoreham Beach is truly a school of its community. Leaders do much to promote community cohesion but they are keen to lift provision for it to become outstanding in the future. With this in mind, although there are already good links with schools in other areas, they have rightly identified that pupils could be further prepared for living and working in a culturally diverse United Kingdom. Leaders and staff are looking forward to promoting this by further widening links with other schools.

**What does the school need to do to improve further?**

- Enhance pupils' understanding of their place in a culturally diverse United Kingdom and extend the school's provision for community cohesion by:
  - instigating the findings of their recent careful analysis
  - implementing their plans to link with schools in other localities.
- implementing their plans to link with schools in other localities.

**Outcomes for individuals and groups of pupils****1**

Pupils relish their learning at this school. Throughout the school, all groups of pupils achieve exceptionally well and they are extremely well prepared for their future economic well-being. Pupils quickly become independent and highly motivated learners. Pupils know they have to work hard to be given this independence, and they do. Not only is attainment in English, mathematics and science at high levels by the time they leave the school, but pupils also do very well in other subjects. For example, music is a strength of the school. The standard of singing and acting demonstrated from their recent show, 'The Rocky Monster Show', was very impressive.

In all lessons, pupils demonstrate tremendous levels of enjoyment in their learning. This was true of pupils in an outstanding Year 3 science lesson on air resistance, and when Year 5 pupils engaged in sophisticated discussions after using a variety of pictorial evidence to enhance their 'street art'. The presentation and content of their books and finished artwork was as outstanding as the pupils' interest and responses would indicate.

The pupils' keenness to succeed at school and in later life was demonstrated admirably in an assembly led by the Year 1 class on their visit to Arundel. The way that all pupils, parents and staff joined in the yoga session was particularly impressive. Such experiences make a significant contribution to pupils' excellent standards in speaking and listening, their high self-esteem and their very impressive spiritual, moral, social and cultural development. Pupils consistently showed high standards of behaviour and social skills. Pupils' knowledge of how to keep safe is very impressive. They are given an excellent grounding in good citizenship and in contributing to the community, for example through the carefully constructed class council, being play leaders or as members of the school council. The way that the whole community worked together to construct the amazing Beach garden at the side of the school was an example of how

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effectively these opportunities come to fruition. These efforts, and the healthy schools initiative, have ensured that pupils have an excellent understanding of healthy lifestyles and working together.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Observations of teaching and learning confirmed that, throughout the school, pupils make excellent progress regardless of their background or ability because of the very effective approach adopted by teachers. In all lessons, pupils are highly motivated by the ideas and resources presented through an exceptionally well-thought out curriculum, and are keen to please their teachers and other adults. This was evident in an outstanding English lesson in Year 2, where the teacher asked the pupils to use all their senses to imagine, whilst listening to the Sorcerer's Apprentice, that they were 'up a tree watching a Diplodocus'. As in most lessons, the pupils could hardly wait to join in and share their thoughts and ideas.

Staff's high expectations of pupils' progress are reflected in the challenging targets set for individuals and year groups. This use of the individual pupil targets is very good and,

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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in the most effective lessons, the careful planning is implemented with enthusiasm and care and these targets are used effectively. This was clear in a Year 4 science lesson where the teacher asked pupils to focus on the characteristics of a living organism. The pupils were enthusiastic and spoke confidently at the front of the class. The teacher's good use of praise and attention to detail was a reflection of the way in which in the best lessons teachers take all learning opportunities that arise.

Throughout the school, very positive relationships between staff and pupils contribute to the supportive ethos for study. As a result, the atmosphere for learning created by the whole staff is excellent and caring. The impact of the school's outstanding support, guidance and care is evident in the pupils' excellent standards of behaviour and in their exceptionally strong spiritual, moral and social development. The range of opportunities that pupils are given, through the creative curriculum and through the support given to different groups, is outstanding. There was, as the school recognised, a difference in pupils' achievement in writing when compared to that in other areas. There are now excellent programmes in place through the curriculum to address this, and school assessments show that these are very effective.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher provides inspirational leadership. This, in partnership with the exceptionally effective work done by her senior colleagues, ensures that complacency is not tolerated. Teamwork is excellent and the administrative team and caretaking staff are considerable assets to the school and are very much appreciated by all concerned. Staff are focused relentlessly on further improvement and work together highly cohesively. The school knows itself very well and sets the right targets to become even better. Documentation is impressive and the evaluation of the school's work is honest and accurate. The governing body is outstandingly involved in this process, challenging decisions and requesting explanations where necessary. They hold the school to account in a challenging but supportive manner.

Excellent attention is paid by managers at all levels to ensure the highest quality of safety and care for the pupils. There are, for example, excellent procedures for ensuring the safeguarding of pupils through the checks made on all adults who work in the school. Pupils' safety and well-being are paramount at all times, ensuring that the school is a very safe and supportive place to be. The senior managers, supported well by all

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staff, are exceptionally effective in promoting equality of opportunity and tackling discrimination for all pupils across all aspects of the school's work. The contribution the school makes to community cohesion is good. A plan and clear actions are in place for promoting pupils' understanding from a local and global perspective. The school is in the process of implementing its plans for greater national links to raise this aspect of community cohesion to the outstanding level of the rest of its provision.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The very large numbers of parents and carers who returned questionnaires, or who spoke to the inspection team, were very happy with the school. They consider that the school has a dedicated team of staff and the headteacher leads and manages the school



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exceptionally well. They agree that the school has a very warm, supportive and friendly atmosphere and that their children make good progress. They were particularly impressed with the pastoral support their children receive. They were also very proud of the way the school is such an integral part of the community. Inspectors fully endorse these views. Inspection evidence does not support the very small number of criticisms received about how the school deals with unacceptable behaviour. These criticisms were offered constructively and were discussed with the headteacher.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shoreham Beach Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 93 completed questionnaires by the end of the on-site inspection. In total, there are 190 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	74	80	18	19	0	0	0	0
The school keeps my child safe	72	77	21	23	0	0	0	0
The school informs me about my child's progress	60	65	31	33	2	2	0	0
My child is making enough progress at this school	61	66	30	32	2	2	0	0
The teaching is good at this school	73	78	20	22	0	0	0	0
The school helps me to support my child's learning	65	70	28	30	0	0	0	0
The school helps my child to have a healthy lifestyle	68	73	25	27	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	57	61	31	33	0	0	0	0
The school meets my child's particular needs	58	62	31	33	2	2	0	0
The school deals effectively with unacceptable behaviour	50	54	32	34	4	4	3	3
The school takes account of my suggestions and concerns	54	58	37	40	0	0	2	2
The school is led and managed effectively	76	82	17	18	0	0	0	0
Overall, I am happy with my child's experience at this school	78	84	15	16	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



25 June 2010

Dear Pupils

Inspection of Shoreham Beach Primary School, Shoreham-by-Sea, BN43 5RH

Thank you for welcoming us to your school. □ We enjoyed our time with you and would now like to tell you what we found out about your school. We agree with what those of you we spoke to told us □ Shoreham Beach is an excellent school. These are the main reasons why we thought the school was so good.

- You make outstanding progress and really try hard at all times.
- We saw that you know you are especially lucky to have so many different activities both during and after school.
- Your headteacher and staff do a super job in organising the school.
- You all really enjoy being in school. Many of you try very hard to help others. The school council do an outstanding job.
- You behave exceptionally well and listen carefully to your teachers □ all of this helps you to succeed.
- All the adults in the school look after you very carefully. They always make sure that you get help if you need it.

Your teachers are always trying to help you do even better in lessons. I have asked them to make sure that:

- they find further ways to help you to find out more about how other people live in the United Kingdom
- teachers always tell you clearly what you need to do to improve, and let you know how well you have done.

You must continue to listen carefully and take note of what teachers say. Then you will all continue to make excellent progress in your learning.

Finally, we would like to thank you once again for all your help. We wish you well in the future.

Yours sincerely

David Marshall

Lead inspector

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