

# Shatterlocks Infant School

Heathfield Avenue, Dover, Kent CT16 2PB

## Inspection dates

15–16 May 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an outstanding school

- The chief executive officer of the Dover Federation for the Arts Multi-Academy Trust (DFAMAT) and the head of school are steadfast in their united vision to ensure that high standards are maintained across all aspects of school life.
- Trustees of DFAMAT demonstrate a commitment to providing the best possible school experience for all pupils. They provide well-considered support and challenge to school leaders. Members of the recently restructured academy board have a sound understanding of the school. However, further work is needed to develop their new roles.
- Teachers plan highly engaging and effective lessons. Teaching is very strong and teachers are committed to constantly improving their practice.
- The school is a happy place. Pupils are motivated and excited to come to school. They are exceptionally keen learners and rise to the high expectations set for them.
- Pupils' spiritual, moral, social and cultural awareness is developed thoughtfully. Pupils show great kindness to each other and utmost respect to adults.
- Parents are overwhelmingly positive about the school. They say their children are happy, safe and flourishing.
- Children get off to a very strong start in early years because of the outstanding provision. Staff form excellent relationships with parents and children settle quickly into the school's routines and expectations.
- The curriculum is inspiring and interesting. Leaders have carefully considered its relevance to the pupils at Shatterlocks Infant School. Leaders recognise that further refining the development of pupils' skills, knowledge and understanding in subjects such as humanities and art would boost their progress still further.
- Pupils with special educational needs and/or disabilities (SEND) and the high number of disadvantaged pupils make strong progress because aspirations for these groups of pupils are high and they are supported well.
- In 2018, pupils achieved above-average outcomes at the end of key stage 1 in reading, writing and mathematics at the expected standard and at greater depth. Current pupils are making strong progress in these subjects and high standards are securely maintained.
- Safeguarding is effective. Leaders and staff know pupils and their families well and are highly alert to their needs. Leaders' commendable work ensures that pupils and families receive appropriate care and support.

## **Full report**

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

- Ensure members of the newly restructured academy board improve their understanding of how to support and challenge leaders at all levels.
- Further refine the development of pupils' skills, knowledge and understanding across subjects other than English and mathematics.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The chief executive officer of DFAMAT and the head of school lead the school with high aspirations. They are supported by committed leaders and staff who share their insistence that 'no pupil slips through the net'. They provide an inspirational learning environment coupled with an admirable determination that every pupil gets off to the best possible start with their education.
- Leaders, including trustees of DFAMAT, have an accurate understanding of the school's strengths and weaknesses. The carefully considered 'Self Evaluation and Establishment Development' document (SEED) ensures that improvements are planned well and the impact of leaders' actions to further raise standards is tracked carefully.
- Staff work extremely well as a team and morale is high. Staff have great regard for the support that leaders and DFAMAT offer and say that leaders consider their professional development and well-being carefully. They feel that their thoughts and opinions are valued. All staff spoken to and those who responded to Ofsted's online questionnaire are proud to work at the school.
- The school is held in high regard within the community. All parents spoken to and all parents who responded to Ofsted's online questionnaire, Parent View, agree that the school is well led, and that their children achieve well and make excellent progress. They appreciate the care and support from leaders and staff, alongside the high-quality teaching that their children receive. One parent said simply, 'I cannot recommend this school highly enough.'
- Leaders ensure that provision for the high number of disadvantaged pupils is effective. They have the highest aspirations for this group of pupils and show a resolute determination to support and champion their progress. Additional funding is used successfully and makes a real difference to this group of pupils, ensuring that they succeed academically and socially.
- The school is highly inclusive. Leaders ensure that pupils with SEND are cared for and this area of the school's work is led exceptionally well. The special educational needs coordinator (SENCo) and head of school oversee this work with clear understanding and immense skill. Staff are well trained to provide specific interventions to support learning. Leaders ensure that specialist staff are available to help pupils get the support they need. As a result, pupils with SEND make strong progress from their starting points.
- The curriculum is broad and interesting. Leaders have thought carefully about how topics can engage pupils' interest and how these are meaningful and helpful for pupils in their school. Topics are enhanced by trips to interesting places such as the transport museum and nearby seaside. However, leaders recognise that further refinements are needed on some occasions to better sequence pupils' learning in subjects other than English and mathematics. Work on this is already underway.
- Leaders use additional funding for sport effectively. Leaders are determined that pupils understand how physical activity keeps them healthy. Pupils are encouraged to use the outdoor areas of the site well. They enthusiastically take part in after-school and

lunchtime clubs that promote physical activity such as football, dance and basketball.

- Pupils' spiritual, moral, social and cultural development is very thoughtfully promoted, reflecting the needs of the pupils and their families. Rich experiences weave through all aspects of school life. For example, pupils support and raise money for children in Bolivia and India, and they sing to the elderly at a local care home and take part in tea parties where they are taught to host and socialise with confidence. Themed weeks allow pupils to learn about different cultures and how to conserve the planet. As a result, pupils have an informed understanding of the wider world and a developing awareness of the part they can play within it.

## **Governance of the school**

- Trustees of DFAMAT demonstrate an incisive understanding of the school and share an ambition with senior leaders for pupils to be as successful as possible. DFAMAT provides appropriate support and challenge to school leaders, enabling good practice to be developed and shared widely across other schools in the trust.
- The recently restructured academy board has a secure understanding of the school and the priorities for improvement. However, further training is required to ensure that all members of the new academy board are clear about their roles and responsibilities.
- Trustees' attention to safeguarding is diligent. They seek to constantly embed and improve processes. They regularly check the school's single central record and work closely with the school's designated safeguarding lead. DFAMAT sensibly undertakes annual safeguarding checks and makes sure that actions are followed up swiftly.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Pupils' welfare is at the heart of the school's work. This is echoed by typical comments from parents such as, 'the school helps our whole family' and 'everyone at the school goes above and beyond'. All parents, staff and pupils spoken to during the inspection and every parent who responded to Parent View agree that children are kept safe and well cared for.
- Leaders ensure that all staff fully understand their statutory responsibilities in keeping pupils safe. They are clear that safeguarding is 'everyone's responsibility'. DFAMAT ensures that all staff receive annual training across the trust and this is followed up with regular updates at school. Consequently, staff are vigilant and know how to report any concerns they may have. Leaders follow up concerns swiftly, ensuring that pupils and families receive the support they need.
- Pupils know how to keep themselves safe online and how to use the internet responsibly. This is because e-safety forms an integral part of the school's curriculum.
- The school's site is well maintained and kept secure. Leaders have sensibly ensured that pupils have a good understanding of road safety, often walking the short route to the nearby junior school in the trust.

**Quality of teaching, learning and assessment**

**Outstanding**

- Pupils achieve exceptionally well as a result of teachers' high expectations of what they can do and achieve. Pupils' work is presented to a high standard across all areas of the curriculum. These expectations engender in pupils, including the high number of disadvantaged pupils, a sense of self-worth and a strong belief that they can succeed. For example, a most able disadvantaged pupil articulated her firm ambition to attend a grammar school in the future.
- Teachers assess pupils' progress very accurately. Teachers benefit from opportunities to check the accuracy of their assessments with other teachers in the school, across the trust and more widely. Pupils make excellent progress because, overall, teachers' planning routinely meets their individual learning and behaviour needs.
- Pupils are motivated to learn because teaching is skilfully delivered and well planned. Pupils quickly become absorbed in their learning during lessons and set to tasks with gusto and confidence because activities are suitably matched to their abilities.
- Pupils quickly learn to read because phonics is taught consistently and effectively. Pupils use their phonics skills successfully to decode unfamiliar words such as 'obsolete'. Teachers read to pupils often and, as a result, pupils can enthusiastically talk about a broad range of books and explain why they liked them. Teachers ensure that pupils read books that are suitable for their reading ability as well as providing books that stimulate pupils' imagination and capture their interests. Consequently, pupils develop a strong love of reading.
- Additional adults and specialist teachers work closely with leaders and class teachers to provide valuable support to pupils with SEND. As a result, teachers and support staff are particularly effective in meeting the needs of pupils with SEND. Precisely targeted interventions for specific needs mean that pupils with SEND are supported very well, so enabling these pupils to have access to all areas of the curriculum.
- Pupils have opportunities to write widely and often. Pupils apply their writing skills across a broad range of subjects. For example, they write about the Middle Ages in history or the hatching of a chick in science. Teachers skilfully model and encourage pupils to use the correct spelling, punctuation and grammar and, consequently, pupils can edit and improve their work successfully.
- Pupils across the school develop good number and calculation skills. Teachers provide them with appropriate resources to embed their mathematical understanding. For example, during the inspection pupils were learning about division using hoops and counters to help them work out remainders.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders have created a friendly and secure environment and consequently pupils love coming to school. Pupils and staff enjoy warm relationships. Staff know pupils extremely well and because of this staff skilfully nurture and guide pupils' development. Every parent spoken to commented on how happy their children are at school. One

parent, expressing a view voiced by many, commented: 'No problem is too small for the school to deal with. My daughter is coming on leaps and bounds. She is safe, happy, well fed and learning. What more can a parent ask for?'

- Leaders are highly adept at supporting pupils who may have particular needs. Leaders work in partnership with parents, specialist teachers and external agencies to enable pupils to access their learning and integrate well into school life.
- Pupils do not believe there is any bullying and school records support this. Pupils say if anyone is unkind then adults are quick to sort it out. Pupils are very accepting of each other's differences and say that everyone is treated fairly.
- Pupils benefit from a wide range of responsibilities and are confident and self-assured. Older pupils look after younger pupils kindly, undertaking their playground buddy roles conscientiously. Elected members of the school council meet regularly, and leaders value and consider pupils' views on how the school can be improved further. Every pupil has the opportunity to be a 'special' helper where they share a piece of news followed by thoughtful and kind feedback from other pupils in the class.
- Pupils are encouraged to take pride in their work, the school environment and their uniform. Colourful and lively displays of pupils' work line corridors and classroom walls. Class 'big books' are testament to the variety of activities that pupils take part in, such as 'Highland Games', science experiments, art activities, design and technology projects and exciting trips such as the recent Year 2 visit to Dover Castle.

## **Behaviour**

- The behaviour of pupils is outstanding.
- Pupils have excellent attitudes to learning. They concentrate when the teacher is speaking and cooperate well with each other. There is a buzz of learning in every classroom.
- The school is a happy place to be. Pupils' behaviour in and around the school is orderly and calm. Pupils show polite manners to each other and a high level of respect for adults.
- Pupils are secure in the knowledge that the school's behaviour policy and reward systems are implemented fairly and consistently by all adults. Pupils wear their merit badges with pride and can articulately explain how the 'peg' behaviour system works. The school's records show that instances of bullying or extreme behaviour are very rare.
- Attendance overall is high. This is because pupils and parents value the high-quality education pupils receive. Leaders' positive relationships with parents ensure that parents have a good understanding of the importance of their children attending school regularly. As a result of leaders' tenacious work, no group of pupils is disadvantaged by low attendance.

## Outcomes for pupils

## Outstanding

- The teaching of early reading is highly effective. Pupils quickly get to grips with the skills needed to read successfully. In 2018, an above-average proportion of pupils achieved the expected standard in the Year 1 phonics screening check. This high percentage has been sustained for the last three years.
- Pupils achieve very well as they move through key stage 1 following their strong start in early years. In 2018, outcomes at the end of key stage 1 were high. The proportions of pupils who achieved age-related expectations in reading, writing and mathematics were above national averages.
- The most able pupils make exceptional progress in reading, writing and mathematics and achieve very well compared to their peers nationally.
- Work in current pupils' books and the school's own assessment information shows that pupils are making excellent progress in English and mathematics and high standards are being securely maintained.
- Leaders have high aspirations for disadvantaged pupils. As a result, outcomes for this group of pupils are impressive. In 2018, their outcomes at the end of key stage 1 were broadly in line with their peers at the expected standard and at greater depth in reading and writing. The proportion of disadvantaged pupils who achieved greater depth in mathematics exceeded that of their peers.
- Pupils with SEND make outstanding progress. This is due to the highly effective work of school leaders and other staff. Skilled support in lessons, teachers' firm aspirations and leaders' best endeavours for this group of pupils ensure that they make very strong progress from their starting points.
- In 2018, at the end of key stage 1, the proportion of pupils achieving the expected standard in science was significantly above the national average. Work in pupils' books shows that pupils learn well and make very good progress in a broad range of subjects. However, leaders recognise that further work is needed to refine the sequencing of lessons in some subjects to maximise pupils' learning.

## Early years provision

## Outstanding

- Leaders have a strong and ambitious vision for the children in their care. The early years team works together successfully, modelling exemplary practice. This practice is rightly disseminated more widely across the trust and to other schools.
- Children typically enter the school with skills that are below those expected for their age. Leaders carefully consider how children can catch up successfully. Where appropriate, leaders provide highly focused and innovative interventions, such as the 'Big Play', which has had a significant impact on children's development. These carefully considered approaches ensure that children are well prepared for Year 1.
- The early years environment is engaging and stimulating, both inside and out. Pupils have a wide range of activities that excite their interest and curiosity. During the inspection, children intently observed ants through a magnifying glass, played purposefully with water, built a 'castle' using building blocks and worked

enthusiastically on their 'vet' project.

- Children play well together. They enjoy each other's company and show great care for each other. Strong routines are evidently in place, enabling children to understand how to keep safe and cooperate well together. For example, children clear up quickly when asked and carefully put resources such as pens, glue sticks and books in their correct place in the classroom.
- The teaching of early reading is highly effective and includes structured daily phonics sessions. Leaders prioritise reading and as a result, most children quickly learn to read. Children enjoy the many stories and picture books available to them. Adults expertly model reading and consequently children develop an interest in reading.
- Children's work and classroom displays reflect children's high-quality writing. Adults pay great attention to how children hold their pens or pencils and children are supported and encouraged to write widely and often. For instance, children were inspired to write instructions about how to care for an animal. When playing independently, many children chose to write letters to each other.
- Children's mathematical skills are developed well. Children learn how to count and create simple mathematical sentences using appropriate resources to help them. Adults ensure that no learning opportunities are wasted. During independent play, children were observed playing counting games and working out the total number of teddies in two circles.
- Relationships between adults and children are caring and respectful. Adults skilfully draw on the children's own interests to facilitate learning and use thoughtful questions to develop children's understanding. Children independently choose to take part in a range of interesting and well-considered activities. As a result, children's personal and academic development is outstanding.
- Children enjoy learning in a safe environment. Adults ensure that children are well supervised, equipment is regularly checked, and resources are kept clean, safe and in good condition.
- Children make exceptionally strong progress from their starting points in the early years. By the end of Reception Year, the proportion of children achieving a good level of development is consistently at or above the national average and the proportion of children exceeding the early years goals is rising steadily.
- Relationships between parents and the school are overwhelmingly positive. From the very start of their children's time at school, leaders and staff forge strong and trusting relationships with parents. Parents greatly appreciate the care and nurture their children receive and feel their children develop well. Typical comments from parents include: 'The children appear to always have a lot of fun while growing and learning together' and, 'My child has blossomed under the school's care and teaching.'



## School details

Unique reference number	138170
Local authority	Kent
Inspection number	10087950

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

Type of school	Infant
School category	Academy converter
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	Board of trustees
Chair	Barry Williams
Headteacher	Nicola Biddle
Telephone number	01304 204264
Website	<a href="http://www.shatterlocks.com">http://www.shatterlocks.com</a>
Email address	<a href="mailto:shatterlocks@slocks.dfamat.com">shatterlocks@slocks.dfamat.com</a>
Date of previous inspection	17 July 2018

## Information about this school

- The school converted to become an academy in June 2012. It is a member of DFAMAT. The school is overseen by members of the academy board. The academy board has very recently joined with the academy board of Barton Junior School, a nearby school that is also part of DFAMAT. There is now one academy board overseeing the two schools. At the time of the inspection the new academy board had yet to meet. Trustees and members of the academy board work together to set the strategic direction of the school.
- On a day-to-day basis, the role of the headteacher is fulfilled by the head of school. The chief executive officer of DFAMAT provides support to senior leaders.
- The proportion of pupils who are eligible for pupil premium funding is significantly above the national average for primary schools.
- Most pupils are White British.
- The proportion of pupils with SEND is broadly average.

- The proportion of pupils who speak English as an additional language is below the national average.
- The school has a nursery. Most children who attend the nursery join the school in Reception Year.
- The school is in one of the most deprived areas nationally.
- The school runs a breakfast and after-school club.

## Information about this inspection

- Inspectors observed learning in all classes. All observations were undertaken with senior leaders.
- The lead inspector met with representatives of DFAMAT and members of the academy board.
- Parents' views were considered through face-to-face informal discussions and through the 53 responses to Ofsted's online survey, Parent View, including 28 free-text comments. Inspectors also considered the school's own survey of parents' and pupils' views of the school.
- Inspectors spoke to staff about their views of the school and considered the responses of 20 staff who completed the Ofsted staff survey.
- Inspectors spoke to pupils informally in lessons and at lunchtime and breaktime. Inspectors met more formally with a group of pupils in Year 1 and Year 2 and listened to them read.
- Together with senior leaders, inspectors looked at a range of pupils' work.
- An inspector observed a whole school assembly.
- Inspectors scrutinised documentation, including leaders' SEED plan and documentation showing the work of DFAMAT and the academy board.
- Inspectors discussed current pupils' progress, behaviour and attendance with leaders. Safeguarding procedures were also reviewed, including the arrangements for keeping pupils safe and for recruiting staff.

## Inspection team

Frances Nation, lead inspector

Her Majesty's Inspector

Rosemary Addison

Ofsted Inspector

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