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Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234
www.gov.uk/ofsted



5 September 2018

Mr D Meades
Principal
Shatterlocks Infant School
Heathfield Avenue
Dover
Kent
CT16 2PB

Dear Mr Meades

Short inspection of Shatterlocks Infant School

Following my visit to the school on 17 July 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2014.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection.

Based on the evidence gathered during this short inspection, I am of the opinion that the school has demonstrated strong practice and marked improvement in specific areas. This may indicate that the school has improved significantly overall. Therefore, I am recommending that the school's next inspection be a section 5 inspection.

This is a school which is united as a learning community. Under your clear and purposeful leadership and that of your team, decisions are made which are sharply focused on what pupils need to enjoy a rich and fulfilling educational experience. The vision for the school drives decisions and processes. The leadership team has high aspirations for pupils. Staff, parents and carers are fully behind the leadership team, in whom they display trust and confidence.

Pupils love their school. They told me that their fellow pupils are kind and staff help them in both their learning and play. Special focus weeks and the plethora of real-life experiences which underpin learning ensure that Shatterlocks is a memorable place to learn and grow. Care is taken to support pupils in every aspect of their lives, both in and out of school. Consequently, they flourish and are well prepared for the next stage of their education.

All parents who spoke to me or completed the survey felt that their children were

safe, happy, well looked after and well taught. A parent responding to Parent View typically commented, 'Leaders and staff work tirelessly to ensure that children achieve everything that they are capable of.' Another parent summed up the views of many, saying that the school provides an amazing education. Opportunities for shared learning, such as the Harvest Art sessions, have ensured that the partnership between home and school is thriving. Everyone is united in wanting the best for the pupils, who are at the very heart of this united community.

Leaders have maintained the areas of strength found at the time of the last inspection and effectively tackled the areas for improvement. Most current pupils attain well in relation to age-related expectations and at higher levels. You acknowledge that, in some year groups and subjects, the attainment of disadvantaged pupils needs to further strengthen, despite strong progress from starting points. Governance is in the process of being restructured. Governors are aware of a need to review the reporting systems and structures that they use. Currently, governors' minutes of meetings do not systematically report how they challenge leaders, as well as support them.

Safeguarding is effective.

Staff recruitment processes are clear and meet statutory requirements. Child protection and safety are top priorities for the school. Concerns are reported, recorded and acted on in a timely fashion. Good relationships and a personalised approach ensure that families get the support that they need. Following a wide range of successful initiatives, attendance has risen and is currently average for primary schools.

Pupils told me that they feel safe at the school. They trust in the adults to act to keep them safe. Regular curriculum work has developed their understanding of how to keep themselves safe effectively, including how to stay safe online.

Inspection findings

- During the inspection, we looked closely at the achievement of the most able pupils, particularly boys. In the 2017 national assessments at the end of key stage 1, higher proportions of pupils than are typical nationally attained the expected standards for their age in reading, writing and mathematics. However, proportions of pupils, particularly boys, attaining at the higher levels were below national comparisons in reading and writing. Work in current pupils' books shows consistently well-developed skills across the curriculum. Most current pupils are attaining well. Provisional national assessment information for 2018 indicates that an increased proportion of pupils achieved outcomes at the higher standards compared to last year.
- We also looked together at the effectiveness of provision for disadvantaged pupils. Pupils' needs are identified quickly and additional funding is used effectively to provide appropriate support, for example to develop pupils' speech and language skills. Progress of disadvantaged pupils is carefully tracked and regularly reviewed. As a result, disadvantaged pupils make strong progress from

their starting points and outcomes are improving rapidly. However, leaders are aware that there are still differences in attainment in some year groups when disadvantaged pupils are compared to other pupils nationally. School leaders acknowledge that the progress of disadvantaged pupils should be stronger still if these differences are to diminish fully.

- The rich curriculum is a strength of the school. Learning is effectively developed across subject boundaries so that it is meaningful for pupils. Opportunities to develop and extend English and mathematical skills are used well to deepen and extend learning further. As a result, pupils are engaged, knowledgeable and thoughtful learners.
- We looked together at the provision for pupils who have special educational needs (SEN) and/or disabilities. Early assessments effectively identify pupils' needs. Appropriate support is provided by highly effective well-trained staff. Strong relationships with a range of other professional services help ensure that pupils and their families have their needs known and met. As a result, pupils who have SEN and/or disabilities are making rapid progress from their starting points across the school.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- provision for disadvantaged pupils is refined to strengthen their progress so that attainment gaps narrow further across all year groups and subjects
- governors develop their systems to hold school leaders to account.

I am copying this letter to the chair of the board of trustees and the chief executive officer of the multi-academy trust, the regional schools commissioner and the director of children's services for Kent. This letter will be published on the Ofsted website.

Yours sincerely

Deborah Gordon
Ofsted Inspector

Information about the inspection

I met with you, other leaders, members of the academy board and staff. I had a telephone conversation with the chief executive officer of the multi-academy trust. Documentation was reviewed, including information about pupils' achievement, the school improvement plan and safeguarding checks, policies and procedures. Together, we visited classes across the school. In classes I observed learning, looked at books and spoke to pupils about their work. I met with pupils to get their

views of the school. I took account of parents' views in the playground in the morning, and considered 23 responses to Ofsted's online questionnaire, Parent View, including 16 free-text responses. I also considered the school's own survey information.