

Sherrier Church of England Primary School

Inspection report

Unique Reference Number	120188
Local Authority	Leicestershire
Inspection number	379974
Inspection dates	22–23 November 2011
Reporting inspector	Jo Curd

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	368
Appropriate authority	The governing body
Chair	Claire Scott
Headteacher	Lyndsey Beckett
Date of previous school inspection	21 May 2009
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Age group	4–11
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Introduction

This inspection was carried out by four additional inspectors. Inspectors held discussions with staff, pupils, parents, carers and governors. They observed 21 lessons which included 14 teachers. They observed the school's work, and looked at the school development plan; local authority reports; planning; assessments of pupils' progress and attainment; documents pertaining to safeguarding health and safety; and records of lesson monitoring. Inspectors analysed 205 questionnaires from pupils, 18 from staff and 133 from parents and carers.

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

- To what extent have developments in teaching and the curriculum driven apparent improvements in achievement?
- How well have leaders and managers embedded improvements, and how well do they monitor to ensure that these are consistent, maintained and improved?
- To what extent do observations show any outcomes, particularly pupils' feelings of safety and contributions to the school and wider community, as better than the school's judgements of good?

Information about the school

This relatively large school takes pupils from diverse social backgrounds. The vast majority of pupils are of White British heritage. A very small proportion of pupils speak English as an additional language, an even smaller proportion are at an early stage of acquisition. The proportion of pupils known to be eligible for free school meals is smaller than the national average. The proportion of pupils who have special educational needs and/or disabilities is slightly higher than the national average, although the proportion of those with statements is lower than in most other schools. Their needs include specific language difficulties and autistic spectrum disorder. The senior leadership team has been restructured since the last inspection and includes a new deputy headteacher, new special educational needs coordinator and new Early Years Foundation Stage coordinator.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Effective teaching, care and the curriculum help all pupils achieve well. Progress is good. By the end of Year 6, attainment is above the national average. Many pupils reach higher levels, especially in mathematics. Pupils feel extremely safe because they contribute to risk assessments and are very confident that staff will help and support them whenever necessary. All the parents and carers spoken with or who responded to the inspection questionnaire were positive about how safe their children were at school. Most are also positive about how well the school helps their children to achieve and develop. As one, expressing the opinion of many, said: 'I am extremely pleased with the teaching and learning experience at Sherrier. My older child has now gone on to middle school fully prepared, happy and well-advanced. My younger child at Sherrier is happy and very enthusiastic about school and progressing very well in her learning across all subjects.'

The headteacher has wisely and successfully led the school forward. Along with experienced and astute governors she has extended the senior leadership team and has effectively delegated roles and responsibilities. The headteacher, deputy head teacher and other leaders work well as a team and are successfully driving and embedding improvements and ambition across the school. They monitor regularly and have made significant improvements to provision which have raised the achievement of all groups of pupils. They have successfully used mobile classrooms, reordered the fabric of the building, and erected shelving to divide the previously open-plan classes, improving the learning environment for many pupils. Pupils in Year 5 strongly welcomed their new separate classrooms this year. Some other pupils find their remaining open-plan classes noisy and difficult to work in, especially those with special educational needs and disabilities, such as autistic spectrum disorder. Pupils behave well and are keen to learn. Other aspects of personal development are good. Leaders have also improved systems and detail for tracking pupils' progress through the school. This has increased the accountability of all staff to help all pupils' progress well.

A few inconsistencies remain. For example, although the quality of teaching has improved and the large majority of lessons are now good or better, progress in others remains slower. Occasionally a few pupils do not understand the aim of the lesson and misunderstandings are not always identified or addressed sufficiently quickly. In some cases, pupils have not had sufficient opportunity to develop their verbal presentation skills which means that information they present is not always sufficiently detailed or clear. This slightly slowed progress in one class because the

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teacher had to repeat and expand pupils' presentations. Leaders do not always monitor quite thoroughly enough to ensure that improvements happen quickly throughout the school.

The school's capacity to sustain improvements is good. This is because leaders are competent, have a positive track record of developing the school and continuously use their overall self-evaluation ambitiously to raise provision and outcomes overall. As a result, teaching has improved and attainment has risen since the previous inspection.

What does the school need to do to improve further?

- Improve the quality of lessons so that by July 2012 pupils consistently make good progress throughout the school by:
 - ensuring that all pupils understand the aims of lessons and activities and that any misunderstandings are quickly identified and addressed.
 - providing more opportunities for pupils to practise and develop skills in verbally presenting information to others
- Follow the success of using furniture to separate classrooms and corridors and building adaptations in Years 5 and 6 to ensure that the learning environment throughout the school is effective for all pupils.
- Improve the thoroughness of monitoring to ensure that improvements are always embedded consistently throughout the school.

Outcomes for individuals and groups of pupils

2

Over their time at the school all groups of pupils achieve well. Children enter school with knowledge, skills and understanding slightly lower than those expected for their age. They make good progress and reach above average standards by the end of Year 6. Their positive attitudes and comments show how much they enjoy school. Attendance has been well above the national average over the last three years. However, due to variations in the quality of teaching, progress varies slightly between classes. Pupils with special educational needs and/or disabilities make good progress because they are supported by well-trained assistants, especially in one-to-one or small group intervention work. Pupils who learn more easily or quickly benefit from teachers' high expectations and open-ended investigations. In one of the most effective lessons, Year 5 pupils made extremely good progress in their understanding and use of mathematics finding a systematic approach to problem solving. All groups of pupils were highly engaged, buzzing with purpose and cooperative discussion.

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Pupils were very clear of the task and learning objective due to a highly effective introduction and examples presented by the teacher. They were challenged and stimulated extremely well because tasks were varied to meet their varying learning levels and were supported and stretched exceedingly well by the knowledgeable and highly skilled teaching assistant. Some pupils were so motivated that they continued their work and thinking into playtime and beyond. In a less effective mathematics lesson in Year 4, pupils made slower progress investigating ways to calculate a million. The learning objective was unclear and the activity was easy for some and confusing and difficult for others.

Pupils develop a good understanding of how to stay healthy, especially in their uptake of exercise in lessons and clubs. They have a reasonable understanding of healthy diet even though several snacks and packed lunches do not support this. The vast majority of pupils behave well in and out of lessons. The school places great emphasis on pupils’ spiritual, moral, social and cultural development. Links with the church are strong. Pupils learn about a range of faiths and cultures in special events, topics and religious education even though this is not always fully integrated into all elements of learning. They contribute well to the school through helping younger pupils at lunch time, serving on the school and local schools’ council and taking part in assemblies and church services. Pupils are well prepared for later life and learning because attendance is excellent, attainment is high and behaviour and attitudes are good.

These are the grades for pupils’ outcomes

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

How effective is the provision?

¹ 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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Strengths in teaching include interesting activities, open-ended investigations, good use of skilful supportive teaching assistants, and pupils’ behaviour and eagerness to learn. Most marking and ‘working walls’ containing prompts, examples and targets successfully help pupils with their work. All these features contribute well to good levels of achievement and positive personal development. Although the majority of lessons are good or better the quality of teaching varies, which slightly slows progress in some.

English and mathematics have prominence in the curriculum. These have both been developed and pupils make good progress in each. Other subjects are presented through a ‘connected curriculum’ in the afternoons. Although this approach is fairly new, topics and outings, such as trips to ancient battle fields, are successfully adding to pupils’ motivation and enjoyment. Along with an effective use of technology, these are having a particularly positive impact on writing, especially the detail and length of boys’ work. Pupils’ enjoyment, motivation and health are successfully enhanced through a wide range of popular clubs at lunchtime and after school.

Pupils and families are supported well. Positive relationships, as well as thorough and comprehensive systems for safeguarding and effective care, help all groups of pupils feel extremely safe. As one parent or carer said, ‘My son always feels extremely secure and confident at the school’. Another said, ‘We feel there is a very happy and safe atmosphere in the school and that the staff and headmistress genuinely care about the children, both as a group and individually’. Case studies of more vulnerable pupils show how effective care has successfully helped their learning and personal development.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders successfully embed ambition and drive improvement. Teamwork is strong and morale is high. Staff clearly enjoy working at the school and, as confirmed by their returned inspection questionnaires, are positive about leadership, provision and aims of the school. Some long-standing, leading members of the governing body are particularly knowledgeable and skilful. Others are newer and have slightly more limited knowledge and experience. Members of the governing body know the school well and are effectively involved in monitoring and decision making. They play particularly strong roles in ensuring the health and safety of all stakeholders.

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Systems and procedures for this are thorough and robust even though a few could be slightly more systematic. Regular lesson monitoring, guidance and training have successfully raised the overall quality of teaching. However, although it is good monitoring is not always sufficiently thorough to ensure that developments are implemented consistently throughout the school. Leaders are driving equality of opportunity forward and combatting discrimination well through the school’s strong ethos on respect and their successful drive to reduce some gaps in attainment such as the reading skills of pupils with special educational needs and/or disabilities. This is slightly reduced however because pupils make better progress in some classes than others.

The school makes a good impact on community cohesion. Pupils get on well with each other, take part in local events in the community and with other schools and raise money for national and international causes. Families have hosted visits from international groups and staff take leading roles in partnerships with other schools. Leaders’ evaluation of these events is at an early stage. Parents and carers are positive and well engaged through curriculum workshops, consultation evenings and newsletters. However, regular contact with a very few remains challenging. Effective partnerships with local churches, support agencies, some businesses, local schools and the local authority have all helped to drive improvements and extend the curriculum for all.

These are the grades for leadership and management

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

Early Years Foundation Stage

Over the past three years all groups of children have made good progress in the Early Years Foundation Stage due to effective teaching, good care and a wide range of imaginative, stimulating opportunities for learning, inside and out. Due to

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improvements in provision progress over the last term has been outstanding. From their generally low starting points, children move to Year 1 with most areas of learning in line with expectations for their age.

The new Early Years coordinator has very rapidly developed provision. Aspects which are having a highly positive impact on achievement include the way assessments are used to guide planning, the use of accommodation and the involvement of all staff in assessment and planning. His extremely strong, imaginative leadership is quickly developing already good provision. Some aspects of learning, especially personal and social development as well as communication language and literacy, are currently outstanding. Other areas, such as the spontaneous use of mathematical language, particularly in activities which children choose, are not yet quite as well embedded.

During the inspection, within a topic on winter and cold weather, children greatly enjoyed using a range of materials and tools to make penguins, developed numerical skills counting how many fish a penguin had eaten and wrote about the food they would take on a journey to the Arctic.

Parents and carers are appreciative and positive. One, expressing the views of most, said: 'The Foundation Stage has been transformed in recent years. The staff have created lots of opportunities for independent learning and have worked hard to establish good partnerships with parents. Our daughter loves being in the Foundation Stage.'

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most of the parents and carers spoken with during the inspection or who responded to the inspection questionnaire were positive about all aspects investigated.

A small minority of parents and carers registered some concerns. These were mainly about communication with the school, the way the school deals with unacceptable behaviour, and homework. Inspectors investigated these concerns through observations and discussion with pupils and staff. They found that the school sends weekly newsletters, termly class newsletters including details of the curriculum and

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trips and has two consultation evenings with parents and carers each year. Several parents and carers commented on how accessible they find staff saying that appointments can be made whenever necessary. Inspectors found that the vast majority of pupils behave well in the classroom and around the school. A very small minority of pupils have challenging behaviour and some can get boisterous around the school and in the playground. Inspectors found behaviour management good. Parents and carers were consulted about homework before the practical project approach was introduced. Several parents and carers reported this as welcome and valuable. Leaders and staff report that extensive homework is not mandatory but an opportunity for pupils to extend their learning and involve their families at home.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sherrier Church of England 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 133 completed questionnaires by the end of the on-site inspection. In total, there are 368 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	62	49	37	2	2	0	0
The school keeps my child safe	83	62	50	38	0	0	0	0
The school informs me about my child’s progress	52	40	71	54	8	6	0	0
My child is making enough progress at this school	54	42	64	49	10	8	0	0
The teaching is good at this school	59	44	71	53	0	0	0	0
The school helps me to support my child’s learning	77	58	51	38	3	2	0	0
The school helps my child to have a healthy lifestyle	54	41	75	56	1	1	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)	58	44	68	51	2	2	0	0
The school meets my child’s particular needs	60	45	62	47	3	2	3	2
The school deals effectively with unacceptable behaviour	56	42	63	47	8	6	0	0
The school takes account of my suggestions and concerns	57	43	65	49	6	5	0	0
The school is led and managed effectively	58	44	63	47	6	5	0	0
Overall, I am happy with my child’s experience at this school	72	54	54	41	2	2	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



24 November 2011

Dear Pupils

Inspection of Sherrier Church of England Primary School, Lutterworth, LE17 4EX

Thank you for being so friendly and helpful when we visited your school recently. All the things you told us really helped us with our work.

We know that nearly all of you think that the school is good. We agree. Your levels of attendance are much higher than in most other schools. You feel extremely safe and make good progress in your learning and personal development. By the end of Year 6, you do well in national tests and many of you reach higher levels, especially in mathematics.

The quality of most lessons is good. You behave well and are eager to learn. You are supported well and have interesting activities which are adapted to match your learning levels. These help you to make good progress overall. However, because the quality of teaching is not so good in a few lessons you do not all always do quite as well as you could.

Classes of older pupils appreciate their own rooms in Years 5 and 6. Building developments have contributed to how quiet, calm and settled these are. This has made them more effective places for you all to learn. The open-plan classes in other year groups are often quite noisy and a few of you find this unsettling and distracting.

School leaders have used their accurate knowledge of the school to develop it and help you all do well overall. However, a few variations remain, teaching in a few classes is not quite as good as in others. Leaders do not always check thoroughly enough to make sure that improvements happen throughout the school.

We have asked school leaders to improve all these things. You can all help by telling staff when lessons really help you in your learning and saying if you do not understand tasks or need more clarification.

Yours sincerely

Jo Curd
Lead inspector

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