

# Sherborne Primary School

Harbour Way, Sherborne, Dorset, DT9 4AJ

## Inspection dates

14–15 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Since the last inspection pupils' attainment has risen and is currently average in Year 6. Almost all pupils make good progress.
- Teaching is now good and pupils are helped to know how to improve their work. Teachers monitor pupils' progress very carefully, and in the Reception class and Years 3 to 6 they almost always plan work that meets the needs of all pupils.
- Teams of teachers are very carefully reviewing the curriculum to ensure that it provides interesting and stimulating learning opportunities for all pupils, helping them to build their skills year on year.
- School leadership is strong and the leadership team is determined that the school will continue to improve. The team has focused on improving the quality of teaching so that pupils' progress improves.
- Governors have developed their skills well, offering support but challenging the school to do even better.
- Pupils enjoy school and feel very safe and well cared for. As a result their attendance is good, they behave well and have good attitudes to work and to each other. Bullying is rare.

### It is not yet an outstanding school because

- Lessons, especially in Years 1 and 2, are not always sufficiently stimulating. The pace is sometimes too slow so that pupils do not always make as much progress as they could.
- Tasks in these lessons are not always as challenging as they could be and do not always match pupils' different abilities.
- Pupils do not know, from a long list of targets, which ones to concentrate on to help them to improve their work.

## Information about this inspection

- Inspectors visited 22 lessons, observed 12 teachers and made some shorter visits to classrooms. The headteacher accompanied inspectors to some lessons.
- A wide range of documents was scrutinised, including pupils' work, systems for checking progress, records relating to behaviour and attendance, safeguarding procedures, and the school's self-evaluation and plans for improvement.
- Meetings were held with members of the governing body, school staff and groups of pupils. Individual pupils were spoken to in lessons, around the school and on the playground. The lead inspector spoke to a representative from the local authority.
- Questionnaires from members of staff were analysed. Inspectors took account of the views expressed in 26 on-line responses from Parent View, in meetings with parents and carers and in the school's most recent questionnaire to parents and carers.

## Inspection team

Anna Sketchley, Lead inspector

Additional Inspector

David Williams

Additional Inspector

Simon Bishop

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- Some children are taught in mixed age classes.
- There are no disabled pupils. The proportion of pupils with special educational needs supported through school action is above the national average.
- The proportion of pupils with special educational needs at school action plus, including those with a statement, is above the national average.
- The proportion of pupils known to be eligible for the pupil premium is similar to the national average. The pupil premium is extra money given to schools by the government to support, amongst others, pupils who are known to be eligible for free school meals.
- Most pupils are of White British heritage.
- The school provides a breakfast and after-school club on site.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school holds the Eco Green Flag award in recognition of its environmental work

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

- Ensure that in lessons, particularly in Years 1 and 2, all groups of pupils are given work that challenges them effectively so that they make as much progress as they can by:
  - planning lessons with tasks that more closely match pupils' different abilities
  - ensuring that the pace of the lesson is lively by choosing work that is stimulating and interesting.
- Teachers should make sure that, rather than a long list of targets, pupils only have one or two at a time to use to improve their work.

## Inspection judgements

### The achievement of pupils

**is good**

- When children join the Reception class levels of knowledge and skills are usually below those expected for their age, especially in some areas of communication and language and mathematics. But, because provision is good, they make good progress.
- Reception children thoroughly enjoy learning about patterns in number work as they thread different fruits of their choice onto wooden skewers and explain the patterns they are making. Cutting and threading provide excellent opportunities for them to practise fine motor control.
- Standards in Year 6 fluctuate between average and above average because some year groups have more pupils with particular learning needs. However, all groups of pupils make better than expected progress from their starting points in all three areas of reading, writing and mathematics.
- Learning accelerates particularly in Year 6 because of consistently outstanding teaching. Here more able pupils used their mathematical skills very competently as they conducted an investigation during which they multiplied decimals with ease. Throughout the school, setting pupils for mathematics is well organised and successful.
- Progress in Years 1 and 2 sometimes slows because pupils do not have tasks that always challenge them sufficiently.
- When reading, Year 2 pupils use their knowledge of sounds to help them when they are stuck on an unfamiliar word. Older pupils read a wide range of books and, because the school works hard to establish a good reading culture, most enjoy reading. More able Year 6 pupils read very fluently with gusto and great expression.
- Less able pupils were effectively included and supported by good organisation during a literacy lesson when they were paired for a short writing task with a more able pupil.
- Checks show that initiatives, such as extra help with phonics and reading and nurture groups to support pupils' social and emotional development funded by the pupil premium, are being successful so that their attainment is nearing that of the majority of pupils.

### The quality of teaching

**is good**

- Teaching is good with some that is outstanding. Strong relationships exist between class teachers and pupils and behaviour is managed very well. As a result, pupils behave well and want to do their best in lessons. Many pupils work hard independently and do what is expected of them.
- Teaching is strongest in Years 3 to 6 where teachers plan interesting and challenging tasks for pupils that match their needs well, enabling them to make good and sometimes outstanding progress.
- Pupils' enthusiasm is fired by very good use of technology and the teacher's good subject knowledge. In a Year 6 English lesson pupils were immediately engaged in the writing process by the skilful use of a video clip of the meeting between James Bond and the Queen. This enthused them to write the Queen's Christmas message and they were very well supported by a review of the criteria for formal writing.
- Less able pupils were given an opening sentence and help from the teaching assistant to encourage them to begin their writing. As a result they made similar good progress to all other pupils.
- In a very small minority of lessons, particularly in Years 1 and 2, pupils do not make as much progress as they could because what is planned is not as stimulating. The pace is slow and tasks do not always match the needs of all groups of pupils. However, the outstanding practice in the school is being shared with other teachers and this is helping to increase the pace of learning and progress in other year groups.

- Marking has improved significantly since the last inspection and as a result almost all pupils have a clear idea of how to improve their work. When talking informally with parents and carers some said that this was a key reason for the good progress their children are making.
- Although pupils have targets, the length of the list means that it is difficult for them to focus on which ones are most important at a point in time.
- Teaching strategies support pupils' social development well as pupils discuss their work and ideas with their talk partners.

### **The behaviour and safety of pupils are good**

- Pupils are polite and well mannered and behaviour is good both in lessons and around the school. This makes a significant contribution to the good progress that pupils make.
- Staff are skilled in managing behaviour and carefully-kept records show that the very few incidents of poor behaviour that have occurred have been dealt with positively. Inspection evidence is very well supported by the views of parents and carers.
- Pupils say they feel very safe in school and that bullying is rare. If they have a problem they say 'there are lots of teachers to help us'. Parents and carers also fully support this view.
- Pupils have a sound understanding of the different types of bullying, including those involving the internet and mobile phones, and how to deal with it.
- Opportunities for pupils to develop good social skills are a strength of the school and this manifests itself in the good behaviour across the school. Pupils really enjoy the wide range of responsibilities they are given from being Playtime Pals to helping in the dining room at lunchtime, being a member of the school council or Eco committee or looking after the library.
- Pupils are particularly proud of their involvement in showing prospective candidates for teaching posts around the school and sometimes being included in the interview process.

### **The leadership and management are good**

- Since the last inspection the headteacher has assiduously followed the help and advice of the local authority and has made some successful new appointments. The headteacher and deputy are a particularly strong team. Outstanding practice is being shared and this is helping to ensure that pupils always receive good teaching.
- Leaders for English and mathematics monitor and evaluate their subjects well, ensuring that initiatives are fully implemented. This is another improvement since the last inspection.
- Pupils' progress is monitored very closely through an improved tracking system and regular meetings. Where progress is not good, targeted support is put in place to support pupils' learning.
- Teachers fully understand that they do not move up the salary scale unless pupils' performance is at least good from their starting points. The performance management process identifies areas for development clearly and sets challenging pupil progress targets for teachers, enabling them to improve the quality of their teaching and ensure that all pupils achieve well.
- Provision for pupils with special educational needs has been under review. It is now well organised and effective with robust systems for assessment, provision and progress. As a result, almost all of this group of pupils is making similar good progress to all other pupils.
- All of these successful developments are as a direct result of good school self-evaluation leading to accurately-identified priorities and precise action plans, demonstrating that the school has a good capacity for further improvement.
- The curriculum is currently in the second year of a complete overhaul. It is being carefully and creatively planned to take account of pupils' interests, national requirements and also to develop pupils' skills in different subjects. Teachers ensure that there are plenty of opportunities for pupils to practise their English and mathematics skills. A wide range of extra-curricular activities, including Spanish, Book Club, Newsroom and Tag Rugby, contribute well to pupils' personal,

social and health education.

- Pupils' spiritual, moral, social and cultural development was exceptionally well supported by a visitor to a Years 1 and 2 assembly who talked about 'Trust' using Jesus as a role model. Pupils thoroughly enjoyed singing in African and Spanish.
- The school benefits from good links with other local schools, especially the secondary academy offering a business and enterprise project and private schools offering days for science and experiences for gifted and talented pupils.
- Equal opportunity for different groups of pupils is promoted well and the school does not tolerate any discrimination. The governing body and school staff ensure that safeguarding procedures are followed rigorously and regular training and monitoring ensure that high standards are maintained.
- **The governance of the school:**
  - Governors monitor the work of the school closely and effectively, enabling them to understand the school's strengths and weaknesses and to challenge it to improve. The staffing committee is particularly well chaired, producing a recent paper about good practice in governance, raising important questions to be discussed at the next full meeting. This demonstrates a good understanding of salary progression, promotion issues and retirement procedures. Governors accompany the headteacher on learning walks to observe the quality of teaching and have a good understanding of the importance and use of performance management for both teachers and the headteacher. Governors have approved the plans for how the pupil premium is spent and have a good understanding of how initiatives help identified pupils to achieve as well. They monitor its impact regularly. The governing body is committed to improving its own skills, recently writing its own improvement action plan for inclusion in the school development plan.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	113673
<b>Local authority</b>	Dorset
<b>Inspection number</b>	405477

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	300
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tim Bartley
<b>Headteacher</b>	Kevin Roberts
<b>Date of previous school inspection</b>	10–11 November 2010
<b>Telephone number</b>	01935 812619
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