

Sir John Sherbrooke Junior School

Flatts Lane, Calverton, Nottingham, NG14 6JZ

Inspection dates 21–22 May 2013

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| 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.

- Standards are rising rapidly due to the secure systems to track progress. These ensure that no pupil falls behind with their work.
- All groups of pupils achieve well in speaking and listening, reading, mathematics and information and communication technology, and are well prepared for secondary school.
- The dip in results in mathematics last year has been reversed quickly and effectively.
- Good teaching ensures good progress of all groups of pupils. Teaching assistants make a valuable contribution to pupils' learning.
- Behaviour is good in and around the school and pupils who have had difficulties with behaviour know how to overcome these.
- Relationships throughout the school are good. Pupils say that they feel safe and staff are always at hand to help.
- In spite of the many disruptions in staffing, good leadership and management by the headteacher, senior leaders and governors have ensured that all pupils make at least good progress. A rigorous approach to checking the quality of lessons has helped leaders to improve teaching.

It is not yet an outstanding school because

- The quality of pupils' spelling and presentation is not always good enough and sometimes teachers overuse worksheets, thus limiting the opportunities for pupils to practise their writing skills in different subjects.
- When teachers mark work, they do not routinely give pupils a clear picture of what they need to do to improve their work.
- Sometimes, planning does not take pupils' prior learning fully into account and their understanding is not consistently checked in lessons.
- Middle leaders are not yet proactive enough in developing their subjects, relying too much on the headteacher for guidance. They do not systematically share the best practice in the school.

Information about this inspection

- The inspection was carried out with one day's notice and took place over two days.
- The inspector observed 11 lessons taught by four teachers and three teaching assistants.
- Documentation was analysed, including that related to teachers' planning, safeguarding, behaviour logs, attendance figures, the school's systems for improving teaching and learning and how the money allocated for pupil premium is spent. The inspector took account of 22 responses to the online Parent View survey and interviewed five parents.
- Questionnaires were analysed from 30 staff.
- The inspector heard six pupils read and discussed their views of the school.
- Discussions were held with the headteacher and her staff, a representative from the local authority (via telephone), the Chair of the Governing Body, pupils and parents and carers.

Inspection team

Bogusia Matusiak-Varley, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized junior school.
- An above average proportion of pupils are eligible for pupil premium which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of pupils from minority ethnic groups is below the national average as is the number of pupils who speak English as an additional language.
- The proportion of pupils with disabilities and special educational needs who are supported at school action is in line with the national average as is the proportion at school action plus or with a statement of special educational need.
- The school meets the government's targets for pupils' progress and attainment in English and mathematics.
- The school has had significant staffing problems over the last year due to staff illnesses.

What does the school need to do to improve further?

- Increasing the amount of outstanding teaching throughout the school by ensuring that:
 - marking identifies for pupils their next steps in learning
 - planning takes sufficient account of pupils' prior learning in all lessons
 - teachers check how well pupils understand their work during all lessons and take action to adjust their teaching where pupils' understanding is not secure enough.
- Accelerate pupils' rates of progress in writing by:
 - insisting on correct spelling in exercise books and on displays
 - limiting the use of worksheets and ensuring that pupils write at length in all subjects
 - implementing a presentation policy so that pupils present their written work neatly in all subjects.
- Develop the roles of middle leaders so that they take a more active part in developing best practice and sharing it with others in their subjects rather than relying on the headteacher to direct them.

Inspection judgements

The achievement of pupils is good

- Pupils enter the school with skills and knowledge that are broadly in line with national averages, however, a small minority lack secure skills in reading, writing and number.
 - Higher attaining pupils make consistently good progress in reading, writing and mathematics, an improvement on previous inspection findings, demonstrating the schools' capacity for good improvement.
 - Pupils' progress in reading is good but in writing it is inconsistent. This is because there is an overreliance on worksheets in some classes and pupils do not write sufficiently at length in other subjects. At times, spelling is a weaker aspect of written work both in books and in pupils' work on display.
 - Some good examples of writing were seen in English in pupils' books in Year 6 where pupils were writing autobiographies and used grammar very well, particularly when using the conditional tense.
 - Pupils' achievement in information and communication technology (ICT) is good and supports their learning in all subjects, especially mathematics.
 - Pupils eligible for pupil premium funding make good progress because funding has been targeted to buy in extra support for them in reading, writing and mathematics.
 - The gap in attainment between pupils eligible for free school meals and others in the school is narrowing. In the national tests of 2012 pupils in this school were on par with other pupils eligible for free school meals nationally but were one term behind in their reading and two terms behind in their mathematics than their peers. In writing, eligible pupils did as well as all pupils nationally and others in the school.
 - This year pupils eligible for pupil premium funding are on track to narrow the gap even more due to well targeted support.
 - Pupils with disabilities and those with special educational needs make good gains in learning because their progress is regularly monitored with swift support put in place by the well trained teaching assistants who make a valuable contribution to learning.
 - Pupils on school action did better in reading and writing than in mathematics last year; there were no pupils on school action plus who took the national tests in 2012.
 - High focus is placed on developing pupils' mental arithmetic skills and securing their understanding of different mathematical ideas. Consequently, pupils are now achieving well in relation to their prior attainment.
 - Pupils have good reasoning and problem solving skills and as such are well prepared for secondary school.
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- Standards dipped in 2012 in mathematics due to many staffing issues in the oldest classes. This year standards are on track to be above average in reading and mathematics at the end of Key Stage 2 as a result of the quick response by staff to arrest underachievement.
- The small number of pupils from minority ethnic groups make good progress. Those who have English as an additional language achieve well because of the good opportunities provided in lessons for them to work in small groups with teaching assistants.

The quality of teaching is good

- Teachers plan thoroughly in the main. They assess their pupils' progress well and have a very good idea of how well they are doing and where they have gaps in their knowledge or understanding. Occasionally, planning does not take enough account of such gaps.
- The teaching of reading, mathematics and ICT is good across the school. The teaching of writing is improving quickly but sometimes there are missed opportunities for pupils to write in the style of authors that they have studied in lessons.
- Teacher's marking is regular but it does not always identify the next steps that pupils have to take in accelerating learning even further. In the absence of a presentation policy, teachers do not always ensure that pupils' work is well presented.
- Teaching assistants are well used to support learning of different groups especially in the teaching of reading, mental mathematics and ICT.
- In the best lessons teachers assess pupils' understanding by using well focused questions to elicit thinking. Where teaching is less secure, insufficient notice is taken during the lesson of pupils' misconceptions and this restricts learning.
- Teaching of pupils with disabilities and special educational needs is good. These pupils are well supported in lessons and they grow in confidence.
- Teachers have good subject knowledge and give clear explanations. In an outstanding mathematics lesson in Year 6, the teacher made excellent links with geography and literacy by teaching co-ordinates needed to be given to a rescue team who were looking for people lost in the local area. The pupils were so engaged in learning that they did not want to stop for lunch. Pupils with emotional and behavioural needs were equally well engaged and actively trying to solve the problem. Consequently, they were learning at fast rates.
- Teachers are highly professional and take on board any suggestions for development and improvement. This contributes to good teaching and learning of all groups of pupils.

The behaviour and safety of pupils are good

- Pupils have consistently good attitudes to learning. Pupils behave well in and around the school and behaviour records confirm good behaviour. A very small minority of parents and carers responding on Parents View were concerned about behaviour in school but inspection findings confirm pupils' views that, where there are any issues relating to behaviour, the headteacher deals with them effectively.

- Pupils say that they are happy and safe within the school. Attendance has improved and is average and pupils arrive to school on time.
- The school works well with pupils who have emotional and behaviour needs. The work of the behaviour consultant has helped staff develop a range of strategies to keep pupils focused on learning.
- Pupils respect one another and understand different types of bullying including name calling and cyber-bullying and prejudice-based bullying or harassment.
- Behaviour logs indicate that there have been no instances of bullying or racist incidents. Staff and pupils are aware of the procedures in place for reporting any instances of bullying.
- The school's behaviour policy is consistently applied by all staff. Class rules are clearly displayed. Pupils understand what is expected of them due to the numerous opportunities within the curriculum for their spiritual, moral, social and cultural development.
- Pupils are proud to get merit awards and work hard in lessons demonstrating a good level of maturity.
- Pupils know how to keep themselves safe. Community police visit the school to talk about the harmful effects of drugs and alcohol and the importance of staying safe. Pupils know about road safety and not to talk to any strangers reporting anything that they might find suspicious.

The leadership and management are good

- In spite of staffing difficulties, the headteacher has worked effectively at ensuring that there are secure systems in place to pick up any underachievement and target support to get pupils who have fallen behind back on track. This is helping to raise attainment and is ensuring good progress for all groups of pupils.
 - The headteacher leads teaching well and her monitoring of teaching and learning is perceptive, accurate and precise. Individual performance is managed well. Targets for improvement are followed up and coaching of staff together with good training opportunities have helped them improve their practice, demonstrating the school's capacity for further improvement.
 - Middle leaders are not sufficiently taking the initiative to develop best practice in teaching in order to share it with others and rely heavily on the headteacher for direction.
 - A secure programme for monitoring all aspects of the school's work and the insistence on all groups of pupils making accelerated progress is paying dividends. The dip in pupils' achievements in mathematics in 2012 has been quickly rectified and pupils are back on track making good gains in learning.
 - School self-evaluation is accurate. All staff know the school's strengths and areas for improvement. School self-evaluation is honest and accurate. The school improvement plan has identified all the correct areas for development.
 - The school's systems for safeguarding and ensuring all pupils have equal opportunity to succeed are good.
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- The local authority provides light touch support for the school. As a result, the dip in mathematics has been rectified and pupils are making good progress in relation to prior attainment.
 - The school has good working relationships with its cluster schools including joint training and moderation of assessments.
 - The range of subjects taught provides pupils with hands-on experiences and opportunities to develop their curiosity and ask insightful questions. Good use is made of the local area and pupils have the opportunity to plant flowers and vegetables, and to develop their knowledge about sustainability and looking after the environment. A wide range of out-of-school activities and trips, including residential visits, contribute to pupils' spiritual, moral, social and cultural development.
 - **The governance of the school:**
 - Governors fulfil their statutory duties and ensure that the school has all the correct policies and systems in place to continue to give pupils a good quality of education. Governors are supportive but also challenge the staff about pupils' rates of progress and ensure that the monies allocated to the school, such as pupil premium, are used effectively to support the identified groups. They have set rigorous targets for the headteacher which are regularly reviewed. Governors receive good quality of information on the school and have set up their own systems for monitoring the impact of the school development plan. Governors ensure that the targets they set for the headteacher to achieve are well linked to pupil progress and the execution of the school development plan. Governors are well informed about the link between pay and performance and have been very supportive of the headteacher in the time of staff absence.
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What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 122684 |
| Local authority | Nottinghamshire |
| Inspection number | 413047 |

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

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| Type of school | Junior |
| School category | Community |
| Age range of pupils | 7–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 141 |
| Appropriate authority | The governing body |
| Chair | Derek Pierrepont |
| Headteacher | Sally Hill |
| Date of previous school inspection | 14 December 2009 |
| Telephone number | 0115 9652291 |
| Fax number | 0115 9659701 |
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