

# Sherwood Junior School

Sherwood Street, Warsop, Mansfield, NG20 0JT

**Inspection dates** 8–9 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	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.

- As a result of stable staffing and much better consistency in teaching pupils are making good progress across the school.
- Most children begin school with skills that are typical for their age and are on course now to leave school with standards above the national average. Progress in mathematics is particularly strong.
- The quality of teaching is good enabling pupils to make good progress from their starting points. Pupils are set work which makes them think hard and have a good understanding of what they need to do next. Mathematics skills are taught well throughout the school.
- Pupils' progress is thoroughly checked with excellent feedback given to pupils on how to improve their work even further.
- Senior leaders are having a strong impact on improving the quality of teaching and they monitor the progress of pupils extremely well.
- The behaviour of pupils is good. Pupils enjoy coming to school and have good relations with all staff who listen to pupils concerns. There is a positive learning atmosphere in classes and around school.
- The school's work to keep pupils safe and secure is good. Safeguarding procedures are robust and children say they feel safe in school.

### It is not yet an outstanding school because

- The progress of pupils in reading and writing is not as strong as that in mathematics and in Years 3 and 4 it is not as fast as in Years 5 and 6.
- Governors do not always have a sharp enough understanding of measuring the impact of current school initiatives on pupils' progress.
- During discussions with their teachers and classmates, the range of pupils' vocabulary and their questioning skills are not always extended well enough.

## Information about this inspection

- Inspectors observed 17 lessons or parts of lessons of which five were observed jointly with senior leaders.
- Inspectors listened to pupils read and looked at the work in their books.
- Meetings were held with senior leaders and different groups of people involved with the school. These included pupils, parents, members of the governing body, members of the teaching staff and a representative from the local authority.
- Inspectors took into account the results of the school's recent parental surveys, the 29 responses to the online questionnaire, Parent View, letters from parents and 19 staff questionnaires.
- Inspectors looked at a range of documents, including plans for improvement, records of the school's checks on pupils' and teachers' performance, safeguarding and attendance documents, minutes of meetings of the governing body and school policies.

## Inspection team

Faheem Chishti, Lead inspector

Additional Inspector

Sara Storer

Additional Inspector

## Full report

### Information about this school

- Sherwood Junior School is a slightly smaller than average primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average.
- The proportion supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils known to be eligible for support through the pupil premium is above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.)
- The proportion of pupils from minority ethnic groups and who speak English as an additional language is much lower than that found nationally. Almost all pupils are of White British heritage.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school makes use of alternative provision with a local independent school. Lessons take place off the Sherwood school site for a very small number of the pupils.

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

- Improve the quality of teaching to outstanding and thereby increase the progress that all children make by:-
  - accelerate pupils' progress in reading and writing so that it is as strong as it is in mathematics and ensure that the progress that pupils make in Years 3 and 4 is as fast as in Years 5 and 6
  - extend the range of vocabulary used by pupils and their questioning skills during discussions.
- Ensure that governors are able to hold the school to account better by sharpening how they evaluate the impact of school initiatives on pupils' progress.

## Inspection judgements

### The achievement of pupils is good

- Most pupils start the school in Year 3 with the skills and knowledge broadly expected for their age. They make good progress from their starting points, with particularly strong progress made in mathematics. The fastest progress is made in Years 5 and 6, where consistently good or better teaching by experienced staff often results in rapid progress. Good progress is now being made in Years 3 and 4.
- In the 2013 national tests, pupils in Year 6 reached average standards; this has typically been the picture in previous years. However, due to improvements in teaching and the rigorous monitoring of pupils' progress, pupils are on course to reach improved standards this year.
- Significant improvement has been made to achievement in reading so that standards are rising quickly. Standards in reading although average last year, have improved. The school has taken decisive action to improve the quality of teaching further. Attainment in both reading and writing, although on course to be above average by the end of Year 6, still does not match those achieved in mathematics. Currently, progress in reading across the whole school is good.
- The progress and attainment of the most-able pupils is particularly strong. This is because their needs are well planned for and that they are given work that challenges them well to think of hypotheses, test out ideas and solve problems.
- Disabled pupils and those who have special educational needs receive effective support so that they make similarly good progress to other pupils in the school. Those receiving additional support to meet individual education targets, are helped to grow as confident learners as a result of effective support provided by adults.
- The progress of pupils supported by the pupil premium is similar to other pupils in school in reading, writing and mathematics. However, in 2013 these pupils were three terms behind their classmates at the end of Year 6 in mathematics and four terms behind them in reading and writing. The school's focus on improving the progress of different groups and the support provided through the pupil premium funding have resulted in any gaps identified closing quickly.

### The quality of teaching is good

- Evidence gathered from work in books and pupils' progress records shows that the quality of teaching over time has improved and is good. Pupils' skills are understood well and most pupils are set work that makes them think hard.
- Pupils have a good understanding of what they are expected to learn and systematically check their own work and that of others, often setting their own challenging targets. For example, in a Key Stage 2 lesson, a child chose to work on his own to solve a mathematical word problem. He said it was more challenging to solve a problem alone rather than with a partner. In another English lesson, pupils used advanced techniques to check each others' work and to choose three levels of learning targets. This coupled with high expectations such as words 'earning their right on the page', ensures most pupils make rapid progress.
- The teaching of mathematics is particularly good. This is due to careful monitoring of progress and the setting of interesting but thought provoking tasks for all pupils. Pupils' workbooks show that mathematics is taught in inventive ways, often involving challenging problems and

investigations.

- Pupils' workbooks show that their work is marked regularly and extensively. This is the case in both writing as well as mathematics books. Pupils are given excellent guidance of how to improve their work and often respond to teachers' comments. The quality of writing in other areas of the curriculum is not always as strong though as that found in English books. Nevertheless, it shows that pupils are given good opportunities to write quite extensively in other subjects such as science, history or religious education.
- Improving the teaching of reading has been a key focus for the school. Many school initiatives and a concerted drive by all staff to improve pupils' reading have paid off. The extensive use of the school library, the regular monitoring of reading in all classes and the support given by parents at home have all contributed to much higher reading standards.
- A common feature in most lessons is pupils working in pairs or groups being encouraged to discuss their work. Pupils say this makes learning more interesting, although the range of their vocabulary and their questioning skills during discussions are not always extended well enough.
- Disabled pupils and those who have special educational needs benefit from good support because all adults, and particularly teaching assistants, ensure that activities are at just the right level to help them succeed in the tasks set. The progress of these pupils is checked regularly by all staff, especially teaching assistants who know their needs well. This is to ensure that activities set for these pupils have a positive effect.
- The vast majority of parents who responded to questionnaires or met with inspectors are very happy with the quality of teaching experienced by their children.

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

- The behaviour of pupils is good. Pupils say they enjoy coming to school. They say 'teachers are nice, and they always understand you when you ask a question'. This typical comment is supported by inspectors' observations throughout the inspection.
- Adults care about each pupil, ensure that learning is purposeful and fun and listen carefully to all their concerns and questions. Attendance has improved and is above the national average.
- The school's work to keep pupils safe and secure is also good. The very few pupils who sometimes display challenging behaviours are managed well by all staff through systematic behaviour management and teaching that meets their personal needs.
- Pupils have a sound understanding of different types of bullying, including those posed by using the internet. They say that they feel safe and well cared for.
- Pupils are beginning to take greater leadership roles in school such as helping at lunchtimes, in assemblies, in the school library and at playtimes. The role of 'playground mediators' though is in its early stages.
- Pupils behave well in lessons. Paired and group work is used well in allowing good opportunities for pupils to learn from each other effectively in lessons. Pupils have good relations with each other.

- The views expressed by parents confirm that they feel the school is a happy, safe place and that it ensures pupils are well behaved. Parents who responded to the online questionnaire and those who met with inspectors expressed positive views about pupils' behaviour and safety

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

- All leaders at this school work hard to ensure well-managed initiatives for improvement are swiftly implemented and thoroughly reviewed in this good school. Better stability in staffing and the leadership team has resulted in improvement in teaching and pupils' achievement. This shows good capacity to bring about continuous improvement to the school.
- The rigorous monitoring of teaching, as well as pupil progress and of measures put in place to tackle any underperformance, have resulted in all year groups now making at least good progress.
- Middle leaders have a good understanding of teaching throughout the school and monitor their subjects well. The school's use of information about pupils enables leaders to quickly identify any that are falling behind and put measures in place to tackle them.
- Teachers' performance is carefully and rigorously checked and clear guidance is given on how to improve further. Teachers' individual targets are closely linked to accelerating pupils' progress.
- The rich curriculum allows pupils lots of opportunities for writing across different subjects. It tackles discrimination through an awareness of a range of cultures which promotes equal opportunities well. It places a high emphasis on the promotion of pupils' spiritual, moral, social and cultural development, with particular emphasis on their social and emotional skills. For example, whole school achievement assemblies give opportunities for pupils to gain a great sense of achievement and to feel proud of themselves.
- Leaders in the school ensure that the progress and well-being of the few pupils educated with an external alternative education provider are carefully checked. These pupils show good attendance and are progressing similarly at a rate that would be expected of them.
- The school uses its sports funding allocation well to pay for the services of sports coaches who teach physical education (PE) and provide extra after school clubs. This has given pupils a greater awareness of healthier lifestyles as well as good quality training for teachers who take this opportunity to learn from sports coaches to improve their own teaching of PE.
- The local authority provides good support for this school. The school also takes the opportunity for extra support such as training to further improve the effectiveness of the governing body.
- **The governance of the school:**
  - Many members of the governing body are new in post and so are still in the early stages of understanding their roles and responsibilities. Inspection evidence shows that governors have a good understanding of how to measure the performance of the school and are provided with reports which are clear and they find helpful.
  - Governors have a range of skills that enhance the school and ensure that senior staff are better challenged about their performance as leaders. They do not, however, sufficiently measure the impact of school initiatives in relation to pupils' progress.
  - Governors make appropriate use of information to plan the use of funding such as the pupil premium and the new sports funding.
  - Governors know how teachers' pay is related to the quality of their teaching and how well the

school has tackled underperformance. Governors ensure that there are robust safeguarding procedures in school.

## 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>	122501
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	441940

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Rees
<b>Headteacher</b>	Helen Duffy
<b>Date of previous school inspection</b>	16 January 2013
<b>Telephone number</b>	01623 842545
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