

# The Sherwood School

Abbotts Road, Mitcham, Surrey CR4 1JP

## Inspection dates

14–15 November 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- Senior leaders provide strong leadership. They have a good understanding of the school's strengths and areas for improvement. Together, they ensure that pupils receive a good standard of education.
- Governors have a secure knowledge of the school. They provide a good level of challenge and support to senior leaders.
- Pupils are well behaved. They are proud of their school and are friendly, confident and articulate learners.
- Parents recognise and appreciate the changes made by school leaders. Parents say that their children are happy and safe at this school.
- Pupils talk confidently about their own spiritual, moral, social and cultural development. This is a strength of the school. Pupils are well prepared to take on their roles as citizens in the diverse British society.
- Children in the early years learn and play together well in a safe learning environment. They make good progress during their time in the early years. Consequently, they are well prepared for their learning in Year 1.
- The curriculum is well organised to stimulate pupils' learning in a range of subjects. Pupils told inspectors that they enjoy learning different subjects.
- The quality of teaching, learning and assessment is good. However, teachers do not consistently provide opportunities to deepen pupils' learning, particularly the most able, across a range of subjects.
- Opportunities for pupils to solve problems in mathematics and develop their writing skills across the curriculum are inconsistent and limited. As a result, pupils do not achieve as well as they should.
- The attendance of disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities is below the national average. Persistent absence among pupils in these groups is high.

## Full report

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

- Increase the rates of progress of all pupils, especially the most able, by ensuring that:
  - class teachers provide appropriately challenging activities for pupils to deepen their knowledge and understanding across a wide range of subjects
  - teachers provide more opportunities for pupils to solve problems and develop their reasoning skills in mathematics
  - pupils are given tasks across the curriculum that require them to write at greater length.
- Improve pupils' attendance and reduce persistent absence for disadvantaged pupils and pupils who have SEN and/or disabilities.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The executive headteacher, associate headteachers and the wider leadership team have high expectations for the pupils at their school. Together, they have made changes to some of the school's procedures and systems to ensure that pupils make good progress. Parents value these changes and most say that the school is well led and managed.
- Staff value leaders' work and share their vision to raise standards further. Teachers and teaching assistants appreciate training opportunities to improve the quality of their teaching. This has resulted in a school culture where staff at all levels feel valued and respected.
- Leaders manage teachers' performance effectively to improve further the quality of teaching. They hold teachers to account by setting targets to ensure that pupils in their individual classes make good progress and achieve well.
- Leaders ensure that pupils receive a curriculum that is interesting and which includes the range of subjects in the national curriculum. Inspectors noted how teachers made links between subjects. For example, pupils making good gains in planning a science experiment linked to their history topic on 'The Tudors'. Pupils confidently explained their learning to inspectors.
- Additional funding is used to good effect to improve outcomes for pupils who have SEN and/or disabilities. The special educational needs funding is spent well on recruiting support staff and subsidising educational visits.
- The pupil premium funds are also used effectively in a variety of ways, including intervention groups to raise the achievement of disadvantaged pupils.
- The school's work to support pupils' spiritual, moral, social and cultural development is effective and a strength of the school. For example, pupils confidently talked to inspectors about the importance of democracy, referring to the elections of the chair and vice-chair of the school council. Leaders provide many opportunities for pupils to develop their social and leadership skills.
- The local authority has supported the school well, for example by brokering the support of the executive headteacher and associate headteachers. Additionally, the local authority partner has monitored the school's performance closely, with a focus on the progress that pupils make.

### Governance of the school

- Members of the governing body fulfil their statutory duties effectively. They ask leaders searching questions on a variety of aspects of the school's work, including outcomes for pupils.
- Governors contribute to the school's self-evaluation and plans for improvement. They know the school well and play a vital role in determining its strategic direction.

## Safeguarding

- The arrangements for safeguarding are effective. Pupils told inspectors that they feel safe at school. They trust staff to take their concerns seriously and to listen to any worries or concerns. The very large majority of parents say that their children are safe at school.
- Staff are well trained to notice any changes in pupils' behaviour that may indicate that they are at risk of harm. They know the school's internal procedure well for raising concerns, should they be worried about a pupil.
- Leaders work well with other external agencies to ensure the welfare and safety of children who may be at risk of harm. The great majority of parents say that their children are well looked after.

## Quality of teaching, learning and assessment

**Good**

- Leaders regularly and carefully monitor the quality of teaching and learning. They give teachers accurate feedback to improve their teaching. Leaders have successfully addressed weaker teaching so that teaching is now consistently good. This makes a positive difference to pupils' progress.
- The learning environment in classrooms is calm and purposeful. Pupils enjoy good relationships with each other and staff. They work well together on tasks set and applaud each other's successes. This boosts pupils' confidence as learners and helps develop their social skills.
- Teachers use a variety of ways, such as questioning, to check pupils' understanding within lessons. For example, inspectors noted how well class teachers supported pupils who needed help to ensure that they understood multiplication and squared numbers; this enabled pupils to make good progress.
- Teachers and other adults ensure that pupils who have SEN and/or disabilities make good progress in lessons.
- The teaching of reading is effective. Pupils read regularly at school and home. Pupils told inspectors that they enjoy reading different types of books. Those pupils who read to inspectors did so with fluency and accuracy.
- The approach to the teaching of phonics is consistent across early years and key stage 1. This enables pupils to use their knowledge of phonics to read unfamiliar words.
- Pupils are taught well to write in different styles and contexts. For example, pupils learned to write fact files about their favourite toy. Inspection evidence shows that pupils write at the standards expected for their age. However, pupils are not consistently given opportunities to use their skills to write at length in a range of subjects.
- The teaching of mathematics is effective. The work in pupils' books shows that they are developing a good knowledge of mathematical concepts and skills, especially in number. However, pupils, particularly the most able, do not get sufficient opportunities to apply their skills to solve problems and develop their mathematical reasoning.
- Pupils, particularly the most able, are not challenged sufficiently to deepen their

learning across a wide range of subjects. Sometimes teachers do not demand more of pupils.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are self-assured learners and talk eagerly about their learning experiences. For example, some pupils talked enthusiastically to inspectors about their learning on different religions. They say, 'It is important to know about different religions, so we learn to respect what other people's beliefs are.'
- In lessons, pupils showed an awareness of the needs of others. For example, some pupils demonstrated an understanding of the needs of their peers who have SEN and/or disabilities and included them in their activities.
- Pupils take pride in their appearance and present themselves neatly. A younger pupil showed a sense of belonging to the school community when he wrote, 'I wear a green jumper, so people know that I come to this school.'
- Pupils relish the opportunities to take on additional roles such as corridor monitors, school councillors and house captains. This helps develop pupils' social and leadership skills.
- Pupils understand the different forms of bullying and know where and how to seek assistance. They say that bullying is a rare occurrence and that they have trust in adults to deal with any issues. Pupils are positive about the school's systems such as 'worry boxes' in their classrooms, where pupils can post notes for teachers to consider.
- Pupils are taught how to stay safe in a variety of ways, including the school's personal, social, health and economic (PSHE) education programme and assemblies. For example, as part of the whole-school focus on health and well-being, pupils learned about how to stay safe in their lessons.
- Pupils are taught how to stay safe online in computing lessons. They talk knowledgeably about the actions needed to stay safe while surfing the internet.

### Behaviour

- The behaviour of pupils is good.
- Leaders have taken effective action to improve behaviour. This has included, for example, the training of lunchtime supervisors and putting in place behaviour plans for individual pupils. School behaviour records show that, over time, the number of incidents of poor behaviour has reduced.
- Pupils talk positively about the changes to the school's behaviour system and the difference these have made. In the words of one pupil, 'The rules have changed, and this has made the school better as everyone follows them.'
- The school is calm and orderly. Pupils conduct themselves well around the school and within lessons. They are friendly, polite and respectful. They listen attentively to each

other's views during group discussion.

- Leaders use a range of strategies to improve attendance. For example, classes are recognised during assemblies for good attendance. The overall attendance of pupils is in line with the national average. However, the attendance of disadvantaged pupils and of those who have SEN and/or disabilities is below the national average. Persistent absence is high for these groups of pupils. As a result, learning time is lost.

## Outcomes for pupils

**Good**

- Inspection evidence and the school's assessment information show that pupils currently in Year 6 are making good progress in reading, writing and mathematics, reflecting consistently good teaching.
- In 2017, the proportion of Year 1 pupils who achieved the expected standard in the phonics screening check was above average.
- In 2017, at the end of key stage 1, the proportion of pupils who met the expected standard in reading, writing and mathematics was in line with national averages. This represents good progress from their starting points in key stage 1. However, the proportion achieving the greater depth standards in writing was below the national average. Pupils' attainment at greater depth was close to national averages in reading and mathematics.
- In 2017, at the end of key stage 2, the proportion of pupils who achieved the expected standards in reading, writing and mathematics was below the national averages. This is because pupils did not make sufficiently strong progress to achieve the expected standard. The proportion of pupils who attained the higher standards was close to the national average in mathematics. The proportions of pupils who achieved the greater depth standard in reading and writing were below the national average. Leaders are addressing these issues effectively.
- Pupils make good progress in a range of subjects. Displays around school celebrate a good range and quality of work. For example, Year 2 pupils' work showed the development of mapping skills, using maps and images to plan their journey to school.
- Disadvantaged pupils make good progress in reading, writing and mathematics. This is because leaders carefully identify these pupils' needs and put in place appropriate support.
- Pupils who have SEN and/or disabilities make good progress in their learning. This is the result of clear support plans and targets that are set for these pupils.
- Pupils are not consistently challenged to make accelerated progress. This is particularly so for the most able pupils. As a result, they do not reach their full potential.

## Early years provision

**Good**

- Leaders have an accurate view of the strengths and areas for development in the early years provision. They provide good leadership.
- In 2017, the proportion of children who achieved a good level of development was in line with the national average and an improvement on 2016. Children have acquired

the essential literacy and numeracy skills to be successful and confident learners. This means that children are well prepared for their learning at key stage 1.

- Children use their knowledge of phonics well to read and write words. For example, they accurately provided captions for their drawings.
- Children learn from the range of stimulating activities on offer. For example, children were using colourful resources to work out number sentences. Adults questioned the children effectively, asking, for example, 'How many have you in total?' This supported children's understanding of key mathematical concepts and language development.
- The outdoor area is set up with a wide range of motivating activities that encourage children to play and learn. For example, there is construction material that children use well to make models. This supports children's development of motor skills and hand coordination and stimulates them to think creatively.
- Children play and learn together amicably in a safe, caring environment. They respect their friends, cooperate well and enjoy their learning. Routines are well established.
- There are good links between parents and adults in the early years. Parents are invited to be part of their child's learning and development. For example, parents are offered workshops on phonics to support their children at home. They contribute to their children's learning in a variety of ways, such as 'wow slips'. This provides good opportunities for home-school liaison.

## School details

Unique reference number	102646
Local authority	Merton
Inspection number	10041052

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

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	434
Appropriate authority	The governing body
Chair	Jane Roberts
Executive headteacher	Tina Harvey
Associate headteacher	Andriana Samouel
Telephone number	020 8764 5100
Website	<a href="http://www.sherwoodprimary.co.uk">www.sherwoodprimary.co.uk</a>
Email address	<a href="mailto:adminoffice@sherwood.merton.sch.uk">adminoffice@sherwood.merton.sch.uk</a>
Date of previous inspection	10–11 July 2013

## Information about this school

- The school meets requirements for the publication of specified information on its website.
- The school receives support from the local authority, which has brokered the services of an executive headteacher from a local primary school, Persied School. The current executive headteacher has been in post since March 2017.
- The breakfast club and after-school clubs are managed by the school.
- This school is much larger than the average-sized primary school.
- The proportion of pupils eligible for free school meals is above average.
- The proportion of pupils who are from minority ethnic groups is well above the national average. So too is the proportion of pupils who speak English as an additional language.
- The proportion of pupils who have SEN and/or disabilities is broadly average. The



proportion of pupils with education, health and care plans is above the national average.

- The school meets the government's current floor standards, set in 2016. These set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of key stage 2.

## Information about this inspection

- Inspectors made 31 visits to classrooms to observe pupils' learning. Some of these visits were conducted jointly with the executive and associate headteachers. Inspectors also scrutinised pupils' books.
- Inspectors spoke to pupils in a range of contexts, including playtimes, lunchtimes and within lessons. The lead inspector met formally with one group of pupils.
- The lead inspector met with members of the governing body and local authority representatives. Inspectors also met with senior and middle leaders.
- A group of pupils from Years 5 and 6 accompanied an inspector on a 'curriculum walk' to ascertain their views about school life and learning experiences.
- Inspectors analysed 31 responses to Ofsted's online questionnaire, Parent View, and 13 free-text responses. Inspectors met with parents informally in the playground at the start of the school day. Pupils' responses to the online survey were also considered.
- Inspectors reviewed a range of school documentation, including the school's self-evaluation, plans for improvement, assessment information and safeguarding documents.

## Inspection team

Rajeshree Mehta, lead inspector	Ofsted Inspector
Chris Ashley-Jones	Ofsted Inspector
Martina Martin	Ofsted Inspector

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