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Mrs Shivaun Moriarty  
Headteacher  
Sherbourne Fields School  
Rowington Close  
Coventry  
West Midlands  
CV6 1PR

Dear Mrs Moriarty

### **Short inspection of Sherbourne Fields School**

Following my visit to the school on 4 October 2018 with Andrea Quigley, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be outstanding in 2014.

#### **This school continues to be outstanding.**

The leadership team has maintained the outstanding quality of education in the school since the last inspection. Leaders are persistent in seeking out how small tweaks can be made to consistently improve the school. For example, leaders know that a small number of pupils have fallen behind in their writing, and are acting swiftly to help them catch up.

The ethos of the school is woven into all its activities. For example, staff interactions with pupils are frequent, consistently warm and positive, and show high expectations of pupils' responses and social development. Good manners are highly valued and used by everyone. The result is a calm and purposeful environment where pupils thrive. Staff are positive about working at the school and enjoy being a part of such a high-achieving environment.

Parents and carers speak very highly of the school, saying that support from staff is 'exceptional', both for pupils and their parents. Words such as 'incredible' were used to describe the school, with some parents saying that they 'couldn't have made a better choice for their child'. Parents spoke about the high levels of progress that their children make and the school's consistent drive to improve pupils' independence. A small number of parents said that the school might improve day-to-day communication with parents.

#### **Safeguarding is effective.**

All safeguarding arrangements are fit for purpose and leaders have developed a very

strong culture of safeguarding. They understand the particular vulnerabilities of their pupils and make sure that staff are well trained to spot any signs that pupils might not be safe. The curriculum supports pupils as they become more independent. In ways appropriate to their age and developmental stage, pupils have ample opportunity to learn about risks, sex and relationships and radicalisation, for example. Leaders invite parents into school, so that they are well informed about safeguarding and can be supported to keep pupils safe as they become more independent. Governors' oversight of safeguarding is excellent. They challenge leaders appropriately and can do so because they have developed appropriate safeguarding expertise themselves.

### **Inspection findings**

- Leaders place a strong emphasis on staff development. Induction training is comprehensive and runs over a term. As a result of this, new staff are well placed to meet pupils' needs. Staff have access to high-quality, weekly courses on a range of topics that are in tune with the school's needs. Recognising that access to high-quality staff is a key factor in pupils' progress, leaders have developed a teaching school alliance and deliver training to dozens of trainees. Some teaching assistants are developing their skills by completing foundation degrees with a view to becoming teachers in the near future, and some have already become qualified.
- Consistently high-quality teaching means that pupils make exceptional progress both academically and socially. Leaders have developed a simple system to check on pupils' progress. Staff know pupils and their targets very well, and lesson activities directly address pupils' learning needs.
- The curriculum is exceptionally well constructed. Pupils have a plethora of opportunities of all sorts, including extra-curricular sports, enterprise, animal keeping, creative arts and work-related learning. They gain a range of accreditations. Those for whom it is appropriate undertake GCSE courses. Others take vocational courses in life skills, construction and animal husbandry, for example. Leaders arrange work experience for pupils when this is appropriate.
- Pupils' attendance is in line with the national average, when taking into account some pupils' significant hospital stays and other healthcare needs. The family liaison officer works effectively to involve parents in their child's education. For example, she has established a parent support group that is run by parents, for parents, and invites in senior leaders to speak on a variety of important topics.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- they continue to effectively support the small number of pupils who are behind in writing.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Coventry. This letter will be published on the Ofsted website.

Yours sincerely

Dan Owen  
**Her Majesty's Inspector**

### **Information about the inspection**

Inspectors met with senior leaders, and governors and spoke with teachers. They had lunch with pupils, who shared their experiences of school. Parents' views were considered through conversations with parents and the 16 free-text responses to Parent View, Ofsted's online questionnaire. A total of 29 pupils responded to an online questionnaire, as did 46 staff. The lead inspector spoke to the local authority representative.

Inspectors visited lessons across key stages and observed pupils arriving at and leaving school, during social times and in their activities time. They scrutinised a range of documentation, including that about safeguarding, pupils' progress, the curriculum and the quality of teaching.