

Inspection of a good school: Sir John Sherbrooke Junior School

Flatts Lane, Calverton, Nottingham, Nottinghamshire NG14 6JZ

Inspection dates:

12–13 November 2019

Outcome

Sir John Sherbrooke Junior School continues to be a good school.

What is it like to attend this school?

Everyone at this school speaks proudly about the seven 'take care' values that are at the heart of everything that happens here. Pupils told me that it is important to respect and be kind to everyone, saying, 'Everyone is unique – we're all just people.' Pupils know that bullying is wrong and say that it rarely happens.

All staff expect pupils to behave well and work hard. This consistent approach has resulted in rapid improvements in the behaviour and attitudes of some of the younger pupils. This means that pupils focus well on their work. Those who need to catch up respond positively to the extra support in place. Inca, the reading therapy dog, inspires pupils to develop confidence through her calming, loving presence. By the end of Year 6, pupils achieve well in English and mathematics.

Pupils appreciate the wide range of extra-curricular activities available at lunchtimes and playtimes. All of these activities are provided free of charge so that they are open to all pupils. This means that developing talents and interests are encouraged and supported.

What does the school do well and what does it need to do better?

The teaching of mathematics and English is good. Leaders liaise with the infant school to gain an accurate overview of pupils' starting points in Year 3. This means that early support in reading and mathematics is focused on those who need it. Pupils who read to me did so with confidence and enjoyment. Teachers make sure that books are well matched to pupils' abilities. All classes have inviting areas designed to promote a love of reading. For example, the Year 4 'reading diner' and the Year 6 'reading rainforest' are well used by pupils. During lesson visits, I saw pupils listening attentively in reading sessions. They cooperated well as they used dictionaries to clarify the meaning of words.

The leader for mathematics is ambitious for her subject. She checks that teachers follow well-structured plans that meet the needs of all pupils. Teachers are skilled in spotting and dealing with pupils' errors straight away. Pupils were keen to tell me how much they enjoy

mathematics. They could explain how the previous year's learning helped them to understand their current lessons. They are rightly proud of their neat, accurate workbooks.

Staff plan interesting lessons and activities across a range of subjects. For example, pupils in Year 5 cooperated enthusiastically to complete an activity about crime and punishment in Tudor times. In science, I visited lessons where pupils were confidently naming the parts of a plant or making electrical circuits.

Pupils with special educational needs and/or disabilities (SEND) achieve well. Staff are good at matching teaching and support to their individual needs. Parents and carers of pupils with SEND express confidence in the experienced special educational needs coordinator (SENCo). She targets staff training to where it will bring greatest benefit to pupils.

Over the past three years, leaders have systematically reviewed the school's curriculum. Subject plans set out the key knowledge and skills that pupils should acquire by the end of Year 6. The plans for religious education (RE) and French require further attention. They are less well developed. There has been a high turnover of staff this academic year. The headteacher, deputy headteacher and five class teachers are all newly appointed. Leaders have ensured that the new staff have received training and support since joining the school. However, they have yet to take on subject leadership roles. This is a key priority for strengthening the curriculum over the next 12 months.

Leaders and staff promote pupils' personal development well. Pupils are keen to take on roles such as 'learning leaders' and members of the school parliament. Pupils earn and wear their 'take care' badges with pride. Staff encourage cultural activities such as music and drama through the school band and as a Shakespeare Hub school. Pupils thoughtfully discussed with me the importance of qualities such as respect and tolerance.

Safeguarding

The arrangements for safeguarding are effective.

Employment checks meet statutory requirements. Leaders and staff record any welfare concerns meticulously. They make sure that appropriate actions are taken, liaising with other agencies as necessary. Staff receive thorough training. Pupils who spoke with me said that they feel safe and well cared for. They understand bullying and what to do if they have any concerns. Pupils say that all of the teaching and support staff look after them very well. Governors are well informed about safeguarding and make frequent checks on school procedures.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is not yet fully planned and sequenced in all subjects. It is clear, from the work already completed in other subjects, that there is good capacity to bring this about. Leaders should complete their work to review the teaching of RE and French by

the end of this academic year.

- Subject leadership is mainly covered by senior leaders. This is because so many teachers are new to the school. With the support of the Aspire Multi-academy Trust, leaders should ensure that new teachers receive the support and training they need to carry out their roles as curriculum leaders as quickly and effectively as possible.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Sir John Sherbrooke Junior School, to be good on 21 May 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144184
Local authority	Nottinghamshire County Council
Inspection number	10121247
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	Board of trustees
Chair of trust	Peter Golightly
Headteacher	Sally Madisson
Website	www.sirjohnsherbrooke.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined the Aspire Multi-academy Trust in April 2017.
- The substantive headteacher was appointed in November 2019. She was previously one of the two deputy headteachers. There is an acting deputy headteacher who has been in post since September 2019.

Information about this inspection

- I met with the headteacher, the acting deputy headteacher, the SENCo and a range of other staff.
- Reading, mathematics and history were evaluated in depth. This involved speaking with leaders, pupils and teachers, visiting lessons, hearing pupils read and examining planning documents and pupils' books.
- I visited lessons and considered pupils' work in books across a range of other subjects.
- I met with two members of the local governing body, including the chair.
- I held a telephone discussion with the chief executive officer of the Aspire Multi-academy Trust.

- I observed pupils' behaviour in lessons and around school.
- I inspected safeguarding by speaking with pupils, leaders and staff. I reviewed policies, documents and the school's system for recording concerns. I reviewed the school's employment checks.

Inspection team

Christine Watkins, lead inspector

Her Majesty's Inspector

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