



# Sherwood Primary School

## Inspection Report

**Unique Reference Number** 119339  
**LEA** Lancashire  
**Inspection number** 280529  
**Inspection dates** 6 July 2006 to 7 July 2006  
**Reporting inspector** Mr Michael Onyon

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

<b>Type of school</b>	Primary	<b>School address</b>	Sherwood Way
<b>School category</b>	Community		Fulwood
<b>Age range of pupils</b>	4 to 11		Preston, Lancashire
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01772 719093
<b>Number on roll</b>	362	<b>Fax number</b>	01772 716138
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Roger Turp
<b>Date of previous inspection</b>	1 April 2000	<b>Headteacher</b>	Mr David Fann

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 6 July 2006 - 7 July 2006	<b>Inspection number</b> 280529
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This is a larger than average primary school with a third of its pupils from minority ethnic backgrounds. No pupils are in the early stages of learning English as an additional language. The attainment of children when they enter the school is broadly average. A much lower than average proportion of pupils is entitled to free school meals. The number of pupils with learning difficulties and/or disabilities is below average. The 14 classes are organised in year groups. The school is popular and over-subscribed and holds Investors in People accreditation.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Inspectors agree with the school that it is good and provides good value for money. In addition, there are some outstanding features. The school enjoys the very strong support of parents and a typical view is, 'We have moved out of the area and so couldn't get to the school easily but I would never move them away from Sherwood as they have succeeded, progressed well and made some life long friends'. The quality of education in the Foundation Stage is outstanding; the children receive a very good start to their education, make good progress and often exceed the goals set for their learning by the end of the Reception year. Across the rest of the school, standards are above average, achievement is good and pupils progress well. The school has identified the need to bring standards in writing up to those in reading, mathematics and science. Pupils from minority ethnic backgrounds are fully integrated into the life and work of the school and achieve just as well as other groups. Pupils' personal development is outstanding because of the excellent curriculum and very good care they receive. Pupils are extremely well behaved, feel safe and secure and thoroughly enjoy school. Close links with parents, other schools and outside agencies reinforce pupils's security, interest and enjoyment. Teaching is good and supported well by the effective work of teaching assistants. The school is developing the use of assessment for learning but does not yet fully involve pupils in setting targets for their learning, enabling them to understand how well they are doing and what they need to do to get even better. Overall leadership and management are good and the school knows itself well. The headteacher and deputy headteacher work together very well, providing outstanding leadership with a clear sense of direction and purpose. There has been good improvement since the last inspection. Staff and governors support the headteacher strongly and the school is well placed to improve further.

### What the school should do to improve further

As identified in the school's improvement planning, the school should:

- Raise standards in writing to match those reached in reading, mathematics and science.
- Extend and refine current initiatives to give pupils opportunities to become more aware of how well they are doing in their learning and how they can do even better.

## Achievement and standards

### Grade: 2

Achievement is good and standards are above average. Children make good progress in the Foundation Stage. As a result, the vast majority meet, or exceed, the goals expected of them, particularly in literacy, numeracy and in personal, social and emotional development. Pupils from all backgrounds continue to make good progress and, by Year 2, attain above average standards. Results in the 2005 national tests were highest in reading and mathematics. Writing results were average. Basic skills in reading, writing and number are strong. Standards at Year 6 are above average and have

remained consistently so in English, mathematics and science. The recently received results of National Curriculum tests for 2006 indicate a similar picture to last year regarding standards and achievement. The school reached its challenging target in English and exceeded the target in mathematics. The school is right to identify the need to raise standards in writing to reach those achieved in reading, mathematics and science.

Pupils with learning difficulties and/or disabilities are well supported and make good progress. As a result, some pupils with learning difficulties are expected to reach nationally expected standards in the national tests.

## **Personal development and well-being**

### **Grade: 1**

Inspectors consider that the school is modest in its view that the personal development of pupils and their well-being are good. In the inspectors' view, they are outstanding. Pupils are friendly and welcoming to visitors. Behaviour is outstanding in class and around school. Pupils enjoy school and show very positive attitudes to learning, enthusiasm and high levels of concentration. Attendance is good and above the national average. Pupils' spiritual, social, moral and cultural development is outstanding because they learn to have respect for all people. They are very aware of environmental issues and Year 5 pupils recently gained an environmental award for the school. The garden recently created by the Foundation Unit and their teachers gives children the opportunity to grow vegetables, herbs and flowers. Science lessons have taught them to respect all creatures and to value their diversity. The displays of pupils' art work around the school are impressive and uplifting. Pupils learn about different world faiths and can discuss what they have learned with confidence. All pupils respond exceptionally well to opportunities to take responsibility. The school council represents fellow pupils very effectively and all are rightly proud of their school. Pupils understand the importance of a healthy lifestyle. They take plenty of exercise and enjoy good quality nutritious school meals and healthy snacks. They make a positive contribution to the local community through visits and participation in local tournaments.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good overall. It is never less than satisfactory and in some lessons, it is outstanding. Teaching in the Foundation Stage is highly effective, particularly in the steps taken to develop the children's independence in learning. Throughout the school, all lessons are well planned and have a clear structure so that pupils know what they are going to learn, how they will do it and how their success will be measured. Lessons include a good range of activities which keep pupils interested and involved. Teachers encourage pupils to think independently and there is some very good work on problem solving across the school. For example, in an outstanding mathematics lesson in Year

5, the focus was on rapid calculations and the pupils grew in confidence as a result of very high expectations, good use of humour and the sheer enjoyment of achieving. In most classes, lessons move at a brisk pace. Teachers and support staff get on extremely well with pupils and this motivates them to do their best. Pupils are regularly praised for good learning. Teachers use their good subject knowledge to plan exciting lessons which interest pupils. Knowledgeable teaching assistants are employed very effectively and their involvement with pupils is well planned. Marking is up to date, conscientious and generally helpful in showing pupils how to improve. Teachers make good use of information from tests to devise the next steps for learning. However, as yet, not all pupils are consistently given individual targets for learning to help them understand how they can improve.

## **Curriculum and other activities**

### **Grade: 1**

The school judged its curriculum to be good but inspectors judge it to be outstanding. The curriculum is very broad, well-balanced and meets all statutory requirements. In all areas of the school, the curriculum is particularly enriched by exciting practical and investigational activities. Displays celebrate these activities and create a vibrant learning environment so the pupils are eager to learn and report that "learning is fun". Parents refer to 'a full and varied curriculum'. The school is innovative in its approaches to improving the curriculum. For example, plans have been made to extend to Years 1 and 2 the excellent features of the Foundation Stage curriculum for developing children's independent learning. The school has achieved a learning excellence award for its outstanding Foundation Stage practice. Literacy, numeracy, information and communication technology (ICT) and opportunities to study French are well established and pupils attain high standards and good skills, equipping them well for their future economic well-being. Pupils with learning difficulties and/or disabilities are provided with programmes of work suitably adapted to their needs, skilfully supported by classroom assistants so they progress well.

Outside lessons, pupils are keen to attend the broad range of popular clubs that offer sports, chess, environmental work, music and art. Older pupils enjoy annual residential experiences with opportunities to learn how to live safe and healthy lifestyles. Visitors who come into school and frequent visits to places of interest support all subjects of the curriculum very effectively, and local visits ensure that pupils appreciate a variety of traditions, community and culture.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good and pupils feel secure. The school has a good range of systems to ensure that pupils are safe and well cared for. There are clear and consistent rules and all pupils understand them. The care and support for pupils with learning difficulties and/or disabilities are good. Alternating between taking the pupils out of class for special help and supporting their work in class, ensures that they achieve well. Pupils' academic progress is good, but not all teachers are setting

individual targets to help pupils in their learning. Health and safety routines and risk assessments are in place. Child protection procedures are clear and understood by all staff who receive regular training. The school works well with parents, who overwhelmingly agree that their children thrive in the warm and encouraging atmosphere that the school provides.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good overall. The headteacher and deputy headteacher together provide outstanding leadership that focuses strongly on raising standards and providing an ethos that enables pupils from all backgrounds to develop academically and personally. They have established strong links with parents and built a learning environment that values the contribution of all. 'I have only praise for the work they do to make this a fantastic environment for the children to develop, academically, socially and personally', typifies the views expressed by a large number of parents. The headteacher and deputy headteacher are ably supported by the staff and governors. The school is thorough in its self-evaluation and all interested parties are consulted. It has identified the need for standards in writing to match those in reading, mathematics and science. Priorities are supported well through good financial management and effective approaches to continuous professional development.

The performance of the governing body is good. It benefits from members having good expertise in areas such as finance. Governors effectively hold the school to account. They are committed to ensuring that their resources provide a good quality education for all the pupils. Good use is made of the building and grounds and there are good practices to ensure that the school secures good value for money.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

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To the pupils of:

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Sherwood Way

Fulwood

Preston

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PR2 9GA

6 July 2006

Dear pupils

The inspectors thoroughly enjoyed their visit to your good school. It was a privilege and a pleasure for us to work with you and the staff of the school.

We particularly liked:

your enjoyment of your happy school and the good progress made by all the children

the outstanding Foundation Stage, giving children a very good start

your excellent behaviour and the way that you very willingly take responsibility and help others

the good quality of the teaching and learning

the excellent way that Mr Fann and Miss Tuffin lead the school and are supported well by all the staff.

We have asked your school to encourage you to get even better results in your writing so it is as good as your reading, mathematics and science. They can also help you to set targets for your learning so that you know how well you are doing and how you can do even better. You can help your teachers by continuing to do your best work and to try to do even better.

The inspection team wishes you well and good luck for the future.

Yours sincerely

Michael Onyon

Lead Inspector