

Sir John Sherbrooke Junior School

Inspection report

Unique Reference Number	122684
Local Authority	Nottinghamshire
Inspection number	340193
Inspection dates	14–15 December 2009
Reporting inspector	Paul Edwards

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	The governing body
Chair	David Fowkes
Headteacher	Sally Hill
Date of previous school inspection	4 July 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at documentation including safeguarding information, the school improvement plan, the tracking of pupils' progress, attendance data and individual education plans of pupils with special educational needs and/or disabilities. Forty seven parent questionnaires were analysed, together with those received from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made by the pupils in mathematics across the school
- the provision made for the more able boys to determine if they make the progress of which they are capable
- how effectively teachers use assessment information to plan work for different groups of pupils
- the effectiveness of the school's planning of to ensure pupils' awareness of the cultural and social diversity of people.

Information about the school

This is a smaller than average primary school. Almost all pupils are of White British heritage and come from a mixed social background. The proportion of pupils eligible for free school meals is well above average. The proportion of pupils with special educational needs and/or disabilities is almost double the national average, but the proportion with a statement of special education needs is below average. The school has gained recognition for its work in several areas, including the Activemark and Healthy Schools Gold award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good and improving school. Pupils are provided with a very attractive, welcoming and encouraging learning environment and they thoroughly enjoy coming to school. They are very willing to take on responsibility and their respect for others helps to make this a very harmonious learning environment. Parents are overwhelmingly positive and the views of one are typical when commenting, 'My son has made excellent progress since coming to Sherbrooke, activities are fun and engaging, the ethos is excellent and staff are warm and welcoming.' The key features ensuring the school's success are the following:

- the excellent pastoral support and guidance provided to pupils
- the wide range of activities and the many visits and visitors that add interest to the curriculum
- the pupils' excellent behaviour that enables them to learn without disruption
- the very effective links with parents
- very strong links with other schools, partnerships and agencies
- the headteacher's vision and determination to further improve the learning opportunities for all pupils.

The pupils' attainment when they enter the school is a little below average, particularly in their literacy skills. They make good progress and achieve well, so that their attainment by the end of Year 6 is slightly above average. There are occasions however, when more able pupils do not progress as well as they should and the school has rightly identified this as an area for improvement. In science, pupils' attainment is well above that seen nationally because of the school's approach to making activities more engaging, exciting and practical. Pupils with special educational needs and/or disabilities make progress in line with their peers because of the early identification of their needs and effective support.

Teachers enjoy good relationships with the pupils and know their capabilities well. They make learning interesting and enjoyable so that pupils progress well. Teachers generally pitch the work at the correct level for most pupils. However, there are occasions when, particularly for the more able pupils in both English and mathematics, it is not sufficiently challenging and learning objectives for these pupils are not sufficiently clear. Marking of pupils' work is regular and systematic but pupils do not always respond to the comments made by teachers.

Visits and visitors add interest to pupils' learning. For example, a visit to a museum in Leicester enhanced their understanding of the Egyptian period and a visit by a 'Time Machine' for two days added considerably to their understanding of both the Egyptian period and of the Iron Age.

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The headteacher has a very clear understanding of what needs to be improved and how this is to be achieved. Self-evaluation is accurate and governors are fully involved in setting future priorities. Teaching is monitored regularly and strategies for improving provision implemented. The introduction of the 'Creative Partnership' is adding interest to the curriculum with a greater emphasis on investigative and problem solving work. The leadership is very aware of the pupils' limited contact with people from different backgrounds and cultures and the need for a sharper focus on planning to address this. The school's progress since the previous inspection shows it is well placed to sustain this improvement.

What does the school need to do to improve further?

- Accelerate the progress of the more able pupils by:
 - ensuring teachers make best use of assessment information when planning work to consistently pitch the work at the correct level
 - enabling them to get on with more challenging work at an earlier point in the lesson
 - ensuring learning objectives for these pupils are identified clearly in lesson planning.
- Improve pupils' awareness and understanding of different cultures and backgrounds by implementing plans for promoting community cohesion.

Outcomes for individuals and groups of pupils**2**

Over the past three years there has been a steady improvement in the pupils' attainment. Pupils' progress, as shown, in national tests in 2009, was particularly good and significantly better than that seen nationally. In the lessons seen, pupils generally made good progress and there was no discernible difference between that of boys and girls. The pupils' scientific skills develop well, the result of a concerted effort to drive up standards in this subject by making it more relevant and interesting. English and mathematical skills also develop well although a small number of the more able pupils do not always do as well as they should.

Since the previous inspection there has been a good focus on developing the pupils' information and communication skills (ICT). As a result, pupils are confident in using computers for a wide range of applications. Good opportunities to develop musical and artistic skills means that pupils also achieve well in these areas.

Pupils' relationships with one another are exceptional. Pupils delight in the responsibility they are given for organising and running clubs during 'golden time' and participating in the young people's forum, which supports the leadership in driving forward change in the school. The pupils' enthusiasm for school is evident and this is reflected in their improving attendance which is now satisfactory, and in their behaviour that is beyond reproach. Pupils have a good understanding of the importance of following a healthy lifestyle and they are keen to take part in the opportunities for sporting and physical

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activities. Lunchboxes however, do not always reflect the pupils' understanding of what constitutes a healthy diet.

Pupils say they feel safe in school and that bullying is a rare occurrence that is dealt with effectively. They know who to approach should they have a problem. They have a good understanding of right and wrong and are keen to contribute to the well-being of others. For example, they were busy filling boxes which were to be sent to the armed services in Afghanistan. The school is well equipped with computers and well-planned activities ensure that they develop very good skills in this area. The pupils' secure, and improving, basic skills, improving attendance and good social skills prepare them well for the next stage of education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers regularly assess how well pupils are doing and, as a result, they understand what they are capable of achieving. They question the pupils effectively and encourage all to contribute. Learning support assistants play a significant role in encouraging those who are finding learning difficult. Teachers provide pupils with good opportunities to

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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work cooperatively and to discuss solutions to problems with one another. While teachers generally plan work that is matched to the ability of all groups of pupils, this is not consistent. They do not always make sufficient use of information about how well pupils are achieving to plan work for the most able pupils. There are also occasions when some of these pupils are required to undertake activities that are too easy for them before moving on to more challenging, extension activities.

The school provides a good range of activities to help pupils learn within the classroom and beyond. There is a strong focus on acquiring basic skills in literacy, mathematics and ICT, balanced with other subjects. Good provision for personal, social and health education contributes to pupils' good personal development. A good range of well attended additional activities, clubs and visits add interest and help to promote pupils' enjoyment of learning. Parents and pupils share the view that all pupils are very well cared for and that at times of transition between schools, for example, staff provide very good support and guidance. The regular teaching of Spanish provides pupils with a European perspective. Although the curriculum is planned to enable pupils to learn about different religions and cultures, the pupils' retention of what they are taught is variable and the school recognises the need to develop this aspect of its work.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

There is a determined drive for improvement, initiated by the headteacher and supported by staff and governors. The headteacher has initiated good monitoring of teaching and this is providing a clear picture of how well pupils are achieving. Successful strategies have been put in place to address issues identified at the last inspection, for example the provision for ICT. Staff and governors provide excellent standards of care and together with a good personal, social and health education programme ensure pupils are cared for very well. At the time of the inspection, there were good systems in place for safeguarding pupils' safety and security. The leadership sees to it that pupils of all ages and at all levels of attainment and from different backgrounds have equal opportunities for learning and support, and that there is no discrimination.

Governors are challenging but supportive. They play an important and integral part in the life of the school and are regular visitors. Discussions with governors show they have a clear understanding of pupils' achievement. They are aware of the school's rural nature and of the need to ensure community cohesion by providing pupils with a greater

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awareness of the differing backgrounds of people in this country, although planning for this is at an early stage.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

There are very strong links with parents. Almost all parents who responded to the inspection questionnaires have extremely positive views of the school. One parent expressed some concerns with regard to pupils' behaviour and another felt more information should be provided on the child's progress. The inspection team found pupils' behaviour to be outstanding and the information provided to parents on the children's progress was good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sir John Sherbrooke Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 47 completed questionnaires by the end of the on-site inspection. In total, there are 140 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	70	14	30	0	0	0	0
The school keeps my child safe	40	85	7	15	0	0	0	0
The school informs me about my child's progress	30	64	15	32	1	2	0	0
My child is making enough progress at this school	33	70	14	30	0	0	0	0
The teaching is good at this school	36	77	11	23	0	0	0	0
The school helps me to support my child's learning	30	64	17	36	0	0	0	0
The school helps my child to have a healthy lifestyle	31	66	14	30	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	32	68	15	32	0	0	0	0
The school meets my child's particular needs	34	72	12	26	0	0	0	0
The school deals effectively with unacceptable behaviour	28	60	17	34	1	2	0	0
The school takes account of my suggestions and concerns	27	57	19	40	1	2	0	0
The school is led and managed effectively	32	68	14	30	0	0	0	0
Overall, I am happy with my child's experience at this school	37	79	10	21	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 December 2009

Dear Pupils

Inspection of Sir John Sherbrooke Junior School, Calverton, NG14 6JZ

Thank you for making us welcome when we visited your school recently. We enjoyed meeting you and watching you at work. We particularly enjoyed the opportunity we had to speak to you to find out what you think about your school.

You go to a good school and one which is improving. You make good progress in lessons and by the end of Year 6, reach standards in your work that are similar to those expected for your age. You do particularly well in science and attain good standards in this subject.

You help a great deal by behaving exceptionally well, taking responsibility seriously and trying hard to do your best. We were very pleased by the sensible way in which you make friends and care about each other. We appreciated the courtesy shown to us by all pupils. You help to make others feel safe in school and enjoy being there. Staff look after you exceptionally well and you are provided with many interesting activities in which to take part.

To make the school better we have asked those in charge of the school to look at:

- making sure that teaching helps those pupils who find work a little easy to do even better
- providing you with a better understanding of the backgrounds of people who live throughout the United Kingdom.

You can help by making sure you always take note of the comments teachers make in your books.

We wish you all the best in the future.

Yours sincerely

Paul Edwards

Lead inspector

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