

Sherwood Primary School

Inspection report

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| Unique Reference Number | 119339 |
| Local authority | Lancashire |
| Inspection number | 395662 |
| Inspection dates | 29–30 May 2012 |
| Lead inspector | Clare Henderson |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 404 |
| Appropriate authority | The governing body |
| Chair | Roger Turp |
| Headteacher | David Fann |
| Date of previous school inspection | 27 January 2009 |
| School address | Sherwood Way Fulwood Preston PR2 9GA |
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Introduction

Inspection team

Clare Henderson
Jean Tarry
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Additional Inspector
Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 21 lessons taught by 13 teachers, listened to individual pupils reading in Years 1, 2 and 6 and scrutinised pupils' work. They held meetings with parents and carers, members of the governing body, staff and three groups of pupils. They observed the school's work and looked at documents relating to safeguarding, pupils' progress and attainment and the way in which the school evaluates its own performance. The inspectors scrutinised the questionnaires completed by staff and pupils and analysed the 116 received from parents and carers.

Information about the school

This is a larger than average primary school. The proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils supported by School Action Plus or who have a statement of special educational needs is below average. The proportion of pupils from minority ethnic groups and those pupils who speak English as an additional language is above average. The governing body manages breakfast- and after-school clubs, which were observed during this inspection. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The school has Healthy School status and the Active Mark award. It is a National Support School and a Training School.

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 | 1 |
| Achievement of pupils | 1 |
| Quality of teaching | 1 |
| Behaviour and safety of pupils | 1 |
| Leadership and management | 1 |

Key Findings

- This is an outstanding school. Inspirational leadership, innovative teaching and extremely well-motivated pupils are instrumental in its success. Furthermore, the school promotes outstanding spiritual, moral, social and cultural development and enrichment to pupils' learning within the outstanding curriculum.
- Children make good progress in the Early Years Foundation Stage. Their progress is not outstanding because the outdoor environment is not fully utilised to provide children with enough opportunities to carry out their own lines of enquiry and investigations. Rapid and sustained progress is made through Key Stages 1 and 2 so that achievement, for all pupils, by the end of Year 6, is outstanding. When they leave school in Year 6, their attainment is significantly above average in reading, writing and mathematics.
- The quality of teaching is outstanding. Pupils love learning and fully embrace the high level of challenge set in all lessons. They enthusiastically say, 'We were born for this'. Teachers and support staff are extremely attentive to pupils' personal and academic needs.
- Parents and carers typically report, 'This is a safe and happy school with a sense of community where children look out for and respect each other.' This view is fully endorsed by inspection findings. Pupils' behaviour around the school and their attitudes to learning are outstanding and their attendance is consistently above average.
- Senior leaders, staff and members of the governing body have given high priority to improving the quality of teaching and learning, and to monitoring and evaluating pupils' achievement across all subjects of the curriculum. A constant review of the school's performance and opportunities for each pupil to achieve their potential is the vision shared by all staff.

What does the school need to do to improve further?

- Raise the overall effectiveness of the Early Years Foundation Stage to outstanding by fully utilising the outdoor environment to provide more opportunities for children to carry out their own lines of enquiry and investigations.

Main Report

Achievement of pupils

Children in the Early Years Foundation Stage make good progress overall from their broadly typical starting points. There is an extremely strong focus on advancing their personal development, and their speaking, listening, reading and writing skills. This helps them to make outstanding progress in these aspects of their learning. However, they do not have enough opportunities to investigate and explore in the outdoor environment.

The key priority in the Key Stage 1 classes to develop pupils' understanding and application of letters and sounds has successfully ensured that, by Year 2, pupils' reading skills are above average. Attainment in Year 6 in reading, is, and has been for several years, significantly above average. This is because teachers and support staff provide pupils with an extensive range of literature and wide-ranging opportunities for them to read for pleasure and to acquire new information both in lessons and through regular homework. Investigative mathematics, problem-solving and opportunities to extend their writing skills across all subjects of the curriculum enable them to reach high standards. Consequently, attainment in writing and mathematics is significantly above average.

Learning is at least good and mostly outstanding in all lessons. It is particularly strong when the work captures pupils' imaginations or when it creatively and purposefully links subjects such as science and literacy. In Year 2, for example, pupils were observed writing detailed, high-quality descriptions of imaginary sea creatures after finding out, using website information, interesting facts about real sea creatures. Such exciting learning, which is particularly appealing to the boys, contributes effectively to developing pupils' imaginations, extending their reading and writing skills while advancing their scientific knowledge.

Through early identification of their needs, excellent support and high-quality provision, disabled pupils, those with special educational needs and those who speak English as an additional language make rapid and sustained progress in reading, writing and mathematics. All parents and carers agree with the inspection findings that their children make outstanding progress. 'My child has made excellent progress in every class in this school,' and, 'There are high expectations but these are balanced with providing a wide range of activities and extra-curricular opportunities,' are typical of the responses made during the inspection.

Quality of teaching

Parents and carers unanimously believe that their children are taught extremely well. Pupils' responses in the questionnaires and inspection evidence support this view. In all lessons, pupils are fully absorbed in their learning and give their best. Exemplary relationships with pupils are a key strength of teaching. In all lessons, assessment and review of learning are a central part of the learning process. Peer assessment and marking of pupils' work reflect the strengths evident and provide very clear direction to help pupils maintain the very high levels they achieve in their learning. Teachers and support staff are extremely dedicated and committed to the pupils' well-being and to promoting success in learning for all pupils, including disabled pupils, those with special educational needs, those from minority ethnic groups and those who speak English as an additional language.

In many lessons, there are excellent opportunities, which pupils fully embrace, to reflect on, discuss and empathise with moral, social and cultural issues. Imaginative teaching, opportunities for pupils to apply and extend their reading and writing skills, and pupils' full participation in learning are integral to all lessons. For instance, Year 6 pupils showed very high levels of motivation, perseverance and creativity as they applied knowledge, rules and skills previously learnt to create a mathematical trail for the Year 2 pupils. Pupils readily grasped the responsibility of setting the rules for conducting the challenges, employing an excellent range of strategies for problem-solving. This resulted in pupils extending their skills in leadership, team-building and co-operation as they confidently delivered the challenges to Year 2 pupils. Such learning extends pupils' understanding of differences in abilities and diversity very effectively.

All teachers provide excellent opportunities for pupils to identify with unfamiliar situations and beliefs, for example when reflecting on life in India or when listening attentively to a classmate demonstrating how and why Muslims use the prayer mat. Learning to play a range of musical instruments, reflecting on the origins and work of the Preston Guild, and residential holidays all heighten pupils' spiritual and cultural development very effectively and give them an excellent range of experiences which prepare them very well for their future lives.

Behaviour and safety of pupils

The exemplary behaviour of all pupils in lessons and around the school has a significant impact on their outstanding achievement. Parents and carers overwhelmingly endorse this view. The outstanding behaviour observed during the inspection is typical for the school, as evidenced in the school behaviour logs, which show no racial incidents for several years and very rare incidents of bullying. The school very successfully incorporates many aspects of behaviour and safety within the curriculum and in raising awareness in pupils to recognise and deal with different types of bullying. Because of this, pupils are very well-informed of potentially unsafe situations at home and school, for example when using the Internet. Pupils say they feel exceptionally safe at school. Bullying is very rare and pupils confidently say staff quickly sort out any problems that arise. Parents and carers are overwhelmingly positive about this aspect of the school's provision. They do not express any concerns about bullying or feel that their children's learning is being disrupted by

poor behaviour. Pupils flourish in a warm and highly-supportive learning environment. Being play leaders, library monitors and school councillors are a few of the ways pupils make an excellent contribution to the highly-positive ethos and racial harmony observed in the school. There is very strong moral and social awareness in lessons and around the school. Respect and courtesy are shown at all times to adults and towards each other and friendships are warm and very supportive. The daily breakfast- and after-school clubs attended by high numbers of pupils demonstrate the excellent relationships in the school and the high levels of respect parents and carers have for staff. Comprehensive and high-quality records of learning, for children in the Early Years Foundation Stage who attend the clubs, are shared regularly with parents and carers.

Leadership and management

The school is led exceptionally well by the headteacher. This is complemented extremely well by the outstanding leadership of the deputy headteacher who makes telling contributions to the high-quality systems in place to check pupils' progress. Senior leaders, in close partnership with all staff, identify priorities clearly that will improve the school further. Senior leaders are fully involved in monitoring the quality of pupils' achievement across all subjects of the curriculum. Staff say how much they value the support they receive. 'This is not just a school but an extended family. As staff we support each other through good and difficult times.' They say their planned professional development, and opportunities to review this and to support learning in other schools help them improve their teaching skills and address the school's priorities. The impressive track record of consistently high achievement for all groups of pupils in the Key Stages 1 and 2 classes demonstrates the school's clear vision and relentless drive to improve further. Furthermore, maintaining its outstanding status illustrates leaders' and the governing body's drive for continued improvement. The school is extremely well aware of its strengths and areas for development and has shown that it takes effective action to tackle these issues.

The governing body has an excellent range of expertise that enables it to give school leaders rigorous levels of challenge, as well as unstinting support. It is knowledgeable, well-informed and fully involved in monitoring the work of the school. Visits and visitors enrich the curriculum and contribute to pupils' understanding of the themes they study. Pupils are enthusiastic about these opportunities, and the excellent range of extra-curricular activities available further enhances pupils' learning and enjoyment of school. The governing body, senior leaders and staff work continually to prevent discrimination and ensure that all pupils have equal opportunities to enjoy the outstanding curriculum.

The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. Numerous opportunities for pupils to reflect on their work, relationships and behaviour are woven very successfully into learning and the ethos of the school. Outstanding partnerships with local schools and colleges such as Preston College ensure smooth transition at all stages of the pupils' education. Safeguarding procedures meet statutory requirements and parents and carers expressed no concerns about their children's safety.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all 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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 54 | 42 | 2 | 2 |
| Primary schools | 14 | 49 | 32 | 6 |
| Secondary schools | 20 | 39 | 34 | 7 |
| Special schools | 33 | 45 | 20 | 3 |
| Pupil referral units | 9 | 55 | 28 | 8 |
| All schools | 16 | 47 | 31 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add up exactly to 100.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Attendance | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance. |
| Behaviour | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Floor standards | the national minimum expectation of attainment and progression measures |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and 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: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| 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. |
| Safety | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

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.



31 May 2012

Dear Pupils

Inspection of Sherwood Primary School, Preston, PR2 9GA

My inspection colleagues and I really enjoyed our time in your school. Some of the highlights for us were: chatting to some of you and also enjoying the very tasty and healthy lunches prepared by your lunchtime staff; joining you at assembly when you listened so attentively and learned so much about the work of the Preston Guild; and talking to so many of you about your experiences at school.

You will be pleased to know that we agree with you that yours is an outstanding school. These are some of the things we liked best. You make outstanding progress in reading, writing and mathematics. Teaching is outstanding and really helps you to be interested in what you are doing. Behaviour is outstanding and your spiritual, moral, social and cultural development is promoted extremely well within the excellent curriculum you study. You have a very exciting range of activities, which help you to excel in art, music and sports. We read the comments made by your parents and carers. Almost all were very pleased with all that your teachers do to help you to learn and enjoy school. Please thank them for taking the time to write to us.

Your headteacher, other staff and the governing body are determined to make your school even better. To do this, I have asked them to ensure that children in the Early Years Foundation Stage have further opportunities for learning more by exploring and investigating in the outdoor environment.

I hope you will play your part by continuing to work hard and to do your best to make your school even better.

Yours sincerely,

Clare Henderson
Lead Inspector

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