

Inspection of Sherwood Junior School

Sherwood Street, Warsop, Mansfield, Nottinghamshire NG20 0JT

Inspection dates: 2 and 3 November 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Requires improvement

What is it like to attend this school?

Pupils are proud of their school. They told inspectors that it was welcoming. Pupils enjoy their lessons. They told inspectors that they feel safe. Pupils know that the staff care for them. They know that there are always members of staff who they can speak to if they are worried.

Staff have high expectations of pupils. They promote the school's core values. Pupils understand the values. They have a clear grasp of equality. Pupils told inspectors that, 'Everyone is treated the same here'. Pupils like to do well. They like it when they earn 'golden tickets'.

Pupils behave well in and out of class. Their behaviour and attitudes are positive. Pupils know that bullying is not tolerated. They are polite and caring towards each other. Pupils' knowledge of British values is strong. They know what democracy is and understand right from wrong.

Most parents and carers are very positive about what the school offers their children. One parent's comment summed up the views of many: 'My daughter is very happy in school and appears enthusiastic about what she has been learning. The school keeps us well informed.' Parents appreciate that staff put the pupils' well-being at the heart of the school.

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

Leaders are determined that all pupils thrive at the school. They have developed an effective curriculum in most subjects, including mathematics, reading and modern foreign languages. However, in some subjects, such as music, art and history, curriculum plans are at an early stage of development. In these subjects, it is not yet fully clear what pupils should learn and when. Leaders are currently reviewing the plans in these subjects, to identify the knowledge pupils will learn from Year 3 through to Year 6. Some leaders are not sufficiently clear about how to improve the curriculum.

Reading is a school priority. Leaders ensure that pupils learn to read in a systematic way. Pupils use their decoding skills to read unfamiliar words. Books are matched to the letters and sounds that pupils can read. Most pupils enjoy reading and talking about books. They like it when staff share books with them. When pupils fall behind, leaders provide structured phonics sessions to help them to catch up. However, on occasions, the support for weaker readers in classrooms is not effective enough. Leaders are reviewing this support so that pupils have every chance to catch up.

The mathematics curriculum is well organised. It is carefully sequenced to allow pupils to develop their knowledge and skills securely. Teachers use mathematical vocabulary. Pupils understand and can explain the meaning of words such as part, whole, equal and equivalent. Staff ask questions to develop pupils' mathematical

thinking. Pupils use mathematical equipment to help them to understand mathematical concepts. For example, pupils use pictures to help them to work out equivalent fractions. Teachers check pupils' understanding regularly. However, on occasions, teachers do not use this information well enough. Some pupils move on too soon with their learning and some not soon enough. Leaders are currently reviewing how mathematics is taught in the classroom, so that all pupils know and remember more.

Staff adapt the curriculum well for pupils with special educational needs and/or disabilities (SEND). For example, word lists support pupils to use complex vocabulary in written work. Staff ensure that these pupils receive the full curriculum. Pupils with SEND engage well with their learning. They appreciate it when staff provide equipment to support them in lessons.

Leaders' work to promote pupils' personal development is of a high quality. Pupils experience opportunities to learn beyond the classroom. Pupils understand how to contribute positively to society. They know how to debate. Leaders provide a wide variety of clubs. Pupils' understanding of different faiths is strong.

Governors are knowledgeable about the school. They support leaders and hold them to account. Governors understand and fulfil their statutory responsibilities. They support leaders to develop the curriculum. Leaders engage well with staff. They take account of workload and provide regular training. Staff are overwhelmingly positive about the school's leaders.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of care at the school. Leaders provide support to vulnerable pupils. Staff pass on concerns promptly. Record-keeping is robust. Leaders ensure that they provide regular training for staff and governors. They check that staff know how to spot pupils at risk. Governors and representatives of the local authority regularly check the school's safeguarding procedures.

Leaders have ensured that the curriculum provides opportunities for pupils to learn how to stay safe. Pupils understand how to keep themselves safe, including online. Pupils told inspectors that they know who to go to if they have a concern. They know that their concerns will be taken seriously.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The knowledge that pupils need to learn in some subjects, such as music, art and history, is not sufficiently well planned and sequenced. It is not yet fully clear what pupils should learn and when, to build their knowledge over time. However, leaders have begun to review and plan the curriculum from Year 3 through to

Year 6 in these subjects. For this reason, the transitional arrangements have been applied. Leaders should ensure that curriculum plans for all subjects set out the knowledge that pupils should know and by when.

- Some subject leaders do not know well enough how to improve the curriculum in their subject. This can limit the success with which they lead the curriculum development in their subject. Leaders should ensure that all subject leaders have the necessary knowledge and skills to lead their subject areas successfully and improve the curriculum.

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 information from Ofsted Parent View 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 the school and 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	122501
Local authority	Nottinghamshire County Council
Inspection number	10200059
Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair of governing body	Colin Barnard
Headteacher	Helen Atkins (Executive headteacher)
Website	www.sherwood.notts.sch.uk
Date of previous inspection	30 March 2021, under section 8 of the Education Act 2005

Information about this school

- The chair of governors took up his post in September 2021.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, the head of school, curriculum leaders, the leader with responsibility for the provision for pupils with SEND, and a sample of teaching and support staff.
- The lead inspector met with representatives of the governing body and a representative of the local authority.
- Inspectors carried out deep dives in reading, mathematics and modern foreign languages. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.

- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- The lead inspector met with the designated safeguarding leader. The safeguarding policy, training records and examples of safeguarding concerns were scrutinised.
- Inspectors considered the 11 responses to Ofsted's online survey, Parent View, and the 11 responses to Ofsted's free-text service. Inspectors also considered the responses to the staff survey and the pupil survey.

Inspection team

Damien Turrell, lead inspector

Her Majesty's Inspector

Caroline Evans

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021