

Name of School:	Sherington Primary
Head teacher/Principal:	Karen Dennett
Hub:	Inspire
School type:	Maintained
MAT (if applicable):	Not applicable

Estimate at this QA Review:	Outstanding
Date of this Review:	5 March 2018
Estimate at last QA Review	Outstanding
Date of last QA Review	30 th November – 2 nd December 2016
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	12 October 2011

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	Outstanding
Outcomes for Pupils	Outstanding
Quality of Teaching, Learning and Assessment	Outstanding
Area of Excellence	None submitted this year
Previously accredited valid Areas of Excellence	Music Accredited in 2017
Overall Estimate	Outstanding

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

1. Information about the school

- Sherington is a larger-than-average sized primary school with a nursery.
- An average proportion of pupils speak English as an additional language.
- The school has 15 different ethnic groups: the largest of these is as classified as 'other groups'. Black African is the next largest group.
- The percentage of pupils with special educational needs and/or disabilities (SEND) or with an education, health and care plan (EHCP) is in line with the national average.
- The deprivation indicator of the school is in the top 20% nationally.
- The proportion of disadvantaged pupils is just below the national average.

2.1 School Improvement Strategies - Follow up from previous review

- The school self-evaluation (SSE) clearly identifies strengths of the school backed up with evidence. Next steps are clearly identified and linked to the grade. The three-year plan shows the areas to develop, which links to a more-detailed one-year school improvement plan. This is seen as a 'live' document, which is reviewed, evaluated and RAG rated. Subject improvement plans have the same priorities and set out their specific actions to drive these priorities.
- Sharing of good practice is a routine approach to professional development at Sherington through lesson study and has secured improvements to teaching and learning.

2.2 School Improvement Strategies - What went well

- The 'aspire, believe, create, achieve' shared vision sets the Sherington ethos. High expectations drive everything. The passion of leaders at all levels enthuses everyone and drives continued excellence.
- The unified senior leadership team (SLT) knows the strengths and next developments, which ensures a consistent drive for improvement. Leaders' well-considered views influence planning and continual review. Clearly defined roles support accountability. The school improvement plan feeds into subject improvement plans, whose actions address the same objectives and ensure a common focus for monitoring.
- Reflective leaders embrace change in order to improve outcomes. New approaches are well considered, to ensure impact is proven. Approaches are trialled by a few, evaluated and then rolled out. Leaders go 'the extra mile' to achieve results. For example, the determination to provide high-quality design technology inspired a specific 'creation station' area.
- Rigorous, collaborative pupil-progress meetings set the agenda for shared accountability for progress. Discussion and detailed analysis of the 'learning ladders' assessment system identify gaps in learning and influence well-planned support. More regular meetings for SEND and disadvantaged pupils ensure additional support to secure strong outcomes.

- The 'wraparound centre' provides carefully planned support for vulnerable pupils and families to secure strong progress.
- Professional discussions result in a common expectation of greater depth. Focused reading for pleasure, explicitly taught skills, increased expectations, targets and rich challenging texts secure exceptionally high outcomes in reading. The whole school commitment to 'maths no problem' enhances mathematics outcomes.
- Lesson study is influential continual professional development (CPD) to improve teaching and learning. Collaborative planning and reflection promote excellence in learning, support monitoring by middle leaders and influence improvement in teaching. The spotlight on disadvantaged pupils and 'rapid graspers' raises teachers' awareness and has a positive impact upon outcomes.
- Review and adaptation of 'learning ladders' promotes a tailored assessment system and sets high expectations for planning and outcomes. Tracking of gaps in learning clearly supports day-to-day teaching.
- Links with the Inspire group provides valuable CPD and support for teachers, and leadership development through training, network and moderation meetings.
- The inspirational curriculum is appropriate to pupils' needs and the context of the school. The humanities focus and visits take advantage of the extensive opportunities available in the local area, which excite and inspire pupils. Leaders are intent on providing a wealth of high-quality experiences so that pupils have access to anything that will inspire them to value learning. Music is key to excellence and the drive for resilience. Enquiry questions at the start of science topics stimulate pupils' interest.
- The recruitment of specialist staff for music, French and physical education, has secured high outcomes.

2.3 School Improvement Strategies - Even better if...

...middle leaders for foundation subjects were involved in monitoring the quality of teaching, learning and assessment for their subject.

3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review

- Questioning has been a strong focus for CPD. Questioning is varied, open and challenging. Teachers target this very effectively to challenge thinking and deepen learning. Pupils ask equally challenging questions of each other.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Exceptionally high expectations set the standard for high quality teaching, resulting in very strong outcomes. Teachers want the very best for all pupils.
- Relationships and mutual respect are excellent, which influences exceptional learning behaviour. The training for 'dialogic talk' deepens understanding.

Collaboration is highly effective. Purposeful conversations secure progress. Teachers model conversation, providing stem sentences, which aids pupils' confidence and ability to critique each other's work. For example, contributions about Year 6 speeches clearly enhanced the outcome.

- High-quality questions skilfully challenge pupils, provoke thought and probe learning. Pupils provide reasoned answers because teachers allow time for discussion and responses. Pupils' vocabulary and technical language are strong.
- Lessons have pace and a variety of tasks that continually demand more in a short time. Interactive tasks match pupils' needs. No time is lost in lessons. Progression is clear.
- Well-planned engaging tasks challenge pupils. Activities demand them to grapple with learning, apply knowledge, reason and solve problems. Pupils thrive on the demands of the tasks and understand mistakes contribute to effective learning and resilience.
- Stunning environments enhance learning and support pupils because they use them effectively. Pupils' work is well presented and neat.
- Phonics is taught well. Pupils apply their skills to writing exceptionally well because of clear models such as 'say it, stretch it split it'. Standards of writing are strong and show rapid and sustained progress.
- Teachers' subject knowledge of how pupils learn is strong, so lessons are well planned and tasks well presented.
- High levels of engagement are supported by the stimulating curriculum. There is a real buzz for learning and involvement everywhere.
- Consistent expectations, environments and systems are embedded across all year groups. 'Talk for writing' is a consistent approach which scaffolds pupils' ideas and vocabulary. Well-presented imaginative displays, working walls and learning spaces contribute to learning.
- 'Talking is not teaching, listening is not learning' as part of focused CPD means that teachers are facilitators, allowing time to check pupils' understanding and providing instant effective feedback, which pupils act upon to ensure progress.
- Effective modelling and visual prompts ensure pupils are clear about tasks and provide reference points. In Year 2, clear modelling by the teacher explained reasons for word choice, which enhanced the quality of writing. In dance, the teacher chose good examples to demonstrate a specific skill.
- Learning is set in a clear context with topics related to pupils' interests wherever possible. Links to the 'Oscars' awards set the context for a Year 6 computing lesson.
- Classrooms are calm. Classroom expectations are well established. 'Ready to learn' displays promote positive behaviour.
- Additional adults provide high quality support, which moves learning forward. They question skilfully to ensure independent success for individuals and groups.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

- ...teachers planned and resourced lessons effectively to ensure all groups of pupils were appropriately challenged in foundation subjects
- ...pupils had greater opportunity to take responsibility for their own learning in

foundation subjects.

4. Outcomes for Pupils

- Children enter Nursery with skills below that typical for their age. Since 2014, the proportion of Reception children achieving a good level of development (GLD), has improved each year and is consistently above the national average. Current progress is strong. Expectations are high. Children's application of phonics for reading and writing is excellent.
- Phonics outcomes are consistently above the national figure and have improved each year. Outcomes in 2017 were well above the national average.
- Key Stage 1 outcomes are strong. The proportion of pupils achieving the expected standard in all subjects was above the national average in 2016 and 2017, with reading and writing well above. Mathematics improved significantly in 2017. All subjects were well above the national average. The proportion of pupils reaching greater depth was above the national average in 2016 and increased to well above in 2017, with the greatest gain in reading. Disadvantaged pupils performed better than other pupils nationally at the expected standard in reading and science.
- Pupils' progress to the expected standard was similar to or better than the national figures for all prior attainment groups in writing and mathematics. Pupils who reached greater depth from expected prior attainment was better than the national figure in all subjects. Current work in Year 1 and 2 shows strong progress.
- In Key Stage 2, the proportion of pupils who reached the expected standard in 2016 was above the national average in all subjects. Results improved in 2017 to well above the national average. The proportion of pupils who attained the expected standard in combined reading, writing and mathematics was well above the national figure in 2017. In 2016, outcomes at greater depth were above the national average in all areas and significantly above in English grammar punctuation and spelling (EGPS). Results improved in 2017 with combined reading writing and mathematics, and EGPS well above the national average.
- Disadvantaged pupils attained above other pupils nationally in reading and mathematics and in line in writing. Outcomes at greater depth were above other pupils nationally in reading and in line for mathematics.
- Progress in all subjects was above average in 2016 and improved in 2017. Reading and mathematics were exceptional and well above average. Disadvantaged pupils' progress in all subjects was well above other pupils nationally.
- School tracking of current pupils shows strong attainment at the expected standard and greater depth in all year groups and subjects. Progress data and books demonstrate strong progress in all subjects. Pupils' reading and speaking skills are exceptional. Learning observations show pupils' attainment in music is well above that expected. All pupils play an instrument. Year 6 pupils read music and follow unseen scores to play an instrument.

5. Area of Excellence

None presented this time.

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

This is to be further considered by the school.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.