School report

Inspection of Djanogly Sherwood Academy

Sherwood Rise, Sherwood, Nottingham, Nottinghamshire NG7 7AR

Inspection dates:	17 and 18 January 2023

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Outstanding**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

This is a school that is not only ambitious for its pupils but also its community. Everything that happens within the school focuses on preparing citizens who represent their five 'Rs' – respect, relationships, reflection, resilience and resourceful. One pupil stated: 'They are like a food chain but it's a giant learning chain.' Expectations are high for all within the school. The phrase written boldly on a wall, 'The standard you walk past is the standard you accept', reminds everyone of the need to have high aspirations. Staff understand this and the importance of being good role models.

Pupils feel safe and are happy at this school. They show high levels of maturity for their age because adults promote the importance of thinking carefully about one's actions. Pupils are highly respectful of one another and behave exceptionally well. They develop character through discussion and debate. Pupils understand the importance of diversity within their community and the wider world. This is no more embodied than in the school motto, 'where everyone belongs'.

Parents appreciate the efforts the school goes to support and develop their child. They recognise that this goes beyond the academic. One parent stated: 'The school goes the extra mile to provide those additional experiences that work for everyone.'

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

Learning to read is a priority at this school. Pupils learn to read quickly when they start the school. Skilled staff spot when pupils fall behind. Tightly focused support enables those who fall behind to catch up. Reading remains a focus beyond learning phonics. Books are central to everything the school does. Carefully chosen texts support English lessons and engage learners. The library is well stocked with quality texts. Many initiatives ensure pupils love reading and are highly motivated to do so. The 'Red Ted' reward scheme inspires early years foundation stage (EYFS) and key stage 1 pupils to read regularly. They receive their own teddy bear and can earn accessories for it the more they read. One Year 6 pupil remembered fondly: 'We had real pride in receiving the Red Ted award.'

Senior leaders' recent development work has led to there being an ambitious curriculum in place. It is well sequenced and planned. It goes beyond the minimum that is expected in the national curriculum. Leaders have given careful thought to the history of the community. The 'conceptual strands' of power, innovation, Nottingham, environmental concerns and women in history thread throughout the curriculum. Consequently, pupils develop a mature understanding of their sense of themselves and the wider world. Innovative assessment systems inform staff where learning needs to be revisited. This ensures that pupils have opportunities to recall prior learning. However, because changes to the curriculum are recent, there are gaps in some pupils' knowledge in some areas of the curriculum. Teachers have

good subject knowledge and deliver interesting lessons. Pupils talk passionately about their learning.

Children settle quickly in EYFS. Expectations are high and routines are well established. A well-sequenced and ambitious curriculum ensures children are ready for their next phase of learning. There is a strong focus on language acquisition and vocabulary. Activities engage children and develop independence. Children demonstrate high levels of self-control and work well together. Regular assessments ensure teachers identify children's needs and that these are planned for so they can be met. Excellent communication with parents enables them to support their child effectively when learning at home.

Leaders have an inclusive vision for their school. This means pupils with special educational needs and/or disabilities (SEND), those who speak English as an additional language, and disadvantaged pupils are well provided for. Systems identify their needs quickly and are communicated well with all staff. Expectations for these pupils to achieve are high.

A consistent approach to behaviour ensures that pupils behave well. Pupils are highly respectful of one another. They are polite, considerate and thoughtful. Pupils are keen and motivated to learn. However, too many pupils do not attend regularly enough. Pupils say bullying is not tolerated.

The work to develop pupils beyond the academic is exceptional. There are many opportunities for pupils to develop character. Assemblies help to broaden pupils' horizons and deepen cultural understanding. Regular debate enables pupils to be tolerant and respectful of difference and of others. Pupils reflect wisely on what they learn. The five 'Rs' ensure pupils have a mature understanding of British values. Pupils develop a strong understanding of world religions. Pupils learn to keep themselves healthy and safe. The strength in personal development ensures pupils develop into responsible and thoughtful citizens.

Underlying the school's effectiveness is leaders' ambition to improve the community. There is a strategic approach to developing leaders at all levels. Engagement with parents informs how best to support families. Governors understand their role. Staff feel cared for. One stated: 'Nothing we do is a waste of time. Everything is impact based.'

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a priority. Leaders ensure staff have the knowledge to identify when pupils are at risk of harm. Training is tailored to support pupils if they encounter some of the contextual safeguarding risks within the local community. Rigorous systems are in place to provide the necessary support. Leaders are tenacious to ensure external agencies support families and pupils when required. They challenge if this support is not provided.

Pupils know how to keep themselves safe. They say that they feel safe. Pupils know there are adults they can talk to. They know that staff deal with bullying if it occurs. Pupils learn from an early age that harassment is not acceptable.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- While much has been done to address attendance, too many pupils do not attend regularly enough. This means too many pupils are not experiencing the quality of provision often enough. Leaders should ensure the systems recently adapted and in place are applied rigorously and the number of pupils attending school regularly increases rapidly.
- Recent adaptations to the curriculum are having considerable impact. However, because changes to the curriculum are recent, there are gaps in some pupils' knowledge in some areas of the curriculum. Leaders should ensure they regularly check the impact of the intended curriculum so it has the impact leaders aspire to.

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.

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	146331
Local authority	Nottingham
Inspection number	10254735
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	345
Appropriate authority	Board of trustees
Chair of trust	Tim Slade
Headteacher	Hayley Keen
Website	www.sherwoodacademy.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of The Djanogly Learning Trust. It opened on 1 September 2018.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the senior leaders, including the SEND coordinator, curriculum leaders and the EYFS leader.
- Inspectors carried out deep dives in five subjects: reading, mathematics, science, geography and computing. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils.

- The lead inspector met with the chair of the board of trustees, the chair of the local governing board and one other member of the board of directors.
- The lead inspector met with the chief executive officer of the multi-academy trust.
- Inspectors took account of the responses to the Ofsted Parent View survey and the staff survey, along with written comments from parents. Inspectors spoke informally to parents outside the school. They regularly considered the views of pupils throughout the inspection.
- Attendance, behaviour logs and safeguarding records were scrutinised. This included the school's single central record. Inspectors also conducted meetings with leaders to discuss the safeguarding of pupils.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.

Inspection team

Mark Anderson, lead inspector	His Majesty's Inspector
Peter Johnston	Ofsted Inspector
Karen Lewis	Ofsted Inspector

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