

ANNUAL IMPACT STATEMENT



2025-2026

Sherwood Prim
School

Reflect and Celebrate

Our Annual Impact Statement offers an opportunity for everyone within our school community to reflect on and celebrate the achievements of the past year. Through our shared commitment, ambition and determination to provide the very best for every child, we continue to grow and move forward together as a school.

This report highlights the positive impact of our collective efforts and achievements. It also provides me with a valuable opportunity to thank every member of our school community for the part they play in our continued success.

School life is fast paced and I hope this Impact Statement enables Governors, staff, parents, carers, volunteers and all those who support our school to pause and reflect on another successful and memorable year.

High expectations, combined with personalised support, remain at the heart of everything we do. As a result, our children continue to flourish and achieve across all areas of school life. Thank you for your ongoing support, trust and encouragement.



Headteacher



Our Curriculum

We remain committed to developing and delivering a curriculum that meets the needs of all children while equipping them with the knowledge, skills and confidence needed for the next stage of their education.

Through high expectations and carefully sequenced learning, we have continued to work hard to ensure that all pupils are challenged and supported across the curriculum.

In collaboration with our parents and carers, we have reviewed and updated our PSHE curriculum to reflect current statutory requirements and the evolving needs of our pupils. Recognising the importance of key themes such as emotional wellbeing, financial awareness, personal safety and online safety, we have strengthened these areas within our curriculum to ensure children are equipped with the knowledge, skills and understanding they need to thrive. These updates will be implemented from September 2026.



Sustainability at Sherwood

As part of our commitment to sustainability, we have developed a School Climate Action Plan with the goal of reducing our carbon footprint and promoting environmentally responsible practices across our school community. The plan identifies practical steps to reduce energy consumption, minimise waste, increase biodiversity and encourage sustainable habits among pupils, staff and families. Through education, collective action and ongoing evaluation, we aim to empower our children to become active stewards of the environment while contributing positively to a more sustainable future for all. We're pleased to share some key data with you.

Paper	2021/2022	2024/2025	2025/2026	Change from 21/22 to 25/26	Reduction
Printed Copies	393,396	112,549	82,902	310,494	79%
Sheet of paper	314,561	212,030	170,124	144,437	46%
Reams of paper	629	424	340	289	
Equivalent trees	37.00	25.44	20.01	16.99	
CO2 Produced (kg)	3,916.42	2,692.80	2,118.04	1,798.38	

Electricity	2021/2022	2022/2023	2023/2024	2024/2025	Change since 2021/2022 (kWh)	Change since 2021/2022 (%)
Units (kWh)	129,353	115,111	107,566	99,356	29,997	23%

Our curriculum continues to play a central role in our Sustainability and Climate Action Plan. Through a wide range of outdoor learning experiences, we provide opportunities for children to develop a deeper understanding and appreciation of local biodiversity and the natural environment. We also recognise the significant physical, mental and social benefits that outdoor learning brings, supporting both wellbeing and educational outcomes, while fostering a lifelong commitment to environmental responsibility.



Let's Talk

Supporting our children to become active listeners and confident speakers across the curriculum has remained a key priority in our classrooms. This year, we have continued to strengthen our provision, enabling children to learn 'to talk' and 'through talk'. By providing structured opportunities for discussion, collaboration, questioning and presentation, our children are developing the skills needed to communicate effectively and engage meaningfully with their learning.

We believe that oracy is fundamental to both academic achievement and personal development. Through high-quality talk, children deepen their understanding, extend their vocabulary, refine their thinking and build confidence in expressing their ideas. This remains a priority for Sherwood into the next Academic year.

Equality, Diversity and Inclusion

Our commitment to Equality, Diversity and Inclusion continues to grow through the strong and positive partnerships we have with our families. During the Autumn Term, we were proud to attend County Hall to receive the Equality Mark, awarded by Lancashire County Council in recognition of our ongoing work in this area.



We remain dedicated to embedding equality throughout all aspects of school life, ensuring that every pupil can flourish within a supportive, inclusive learning community. The valuable connections we have developed with parents and carers through our Parent Forum play an important role in shaping and evaluating our practice. Your feedback allows us to continually review and strengthen our work in the following areas:

- Race Equality
- Gender Equality
- Disability Equality
- holistic Diversity Equality
- Sexual Orientation Equality
- Religion and Belief Equality

Enrichment

Our children continue to participate enthusiastically in a diverse and engaging programme of enrichment opportunities before school, during lunchtimes and after school. These experiences offer a broad range of artistic, cultural and sporting activities, enabling pupils to develop new skills, pursue their interests and broaden their experiences beyond the classroom.

We continue to value and strengthen our partnerships with a range of external enrichment providers, including BMA Music, Rocksteady, Players in Education, Simpli Tennis and Nippon UK. These collaborations enhance our curriculum and enrichment offer, providing pupils with access to specialist expertise, unique experiences and opportunities that broaden their learning and personal development.

In September 2026, we are delighted to welcome Team Theme back to Sherwood to further enhance our enrichment offer after school.

92% of pupils from Year 1 – Year 6 have attended at least one before, lunch time or after School enrichment opportunity in 2025-2026.

In Key Stage 2, **99%** of children have attended an enrichment opportunity and/ or attended a competitive sporting event.

Over the course of the academic year, we have delivered 1 Outdoor Adventurous Activity day visit, 2 OAA residential visits, 26 Educational visits, attended 58 Sports fixtures and welcomed 35 visitors to School.

Reading



Reading continues to be a key driver to our Curriculum delivery. Each year, we further develop our book areas and review our whole class texts based on our children's feedback. This year, we have celebrated the National Year of Reading. The GO ALL IN theme, has encouraged children to read about their passions and hobbies. We delivered a reading festival to celebrate reading and took part in a range of new activities to promote interest in wider reading experiences.

We delivered our 6th Annual Book drop in Autumn Term 2025. The texts gifted to our children from EYFS to Year 6 shared the theme of sustainability, creating a valuable link to our sustainability themes through the curriculum.

PE and School Sport

Our children continue to engage exceptionally well in our Physical Education Curriculum and School Sport opportunities.

The impact of changes to our Swimming provision is emerging now for pupils in Y3, Y4 and Y5 with an increasing number of children achieving or exceeding the required Swimming standard by the end of Key Stage 2. In addition to Swimming lessons in Y3 and Y4, we delivered a booster programme for pupils in Y5.

Percentage of children achieving National Curriculum standard at the end of KS2 in 2026 - **85%**. This represents a 10% increase over three years.

Percentage of children achieving above National Curriculum standard - **23%**

This year, we were also delighted to receive the School Games Platinum Mark Award. The award is facilitated by the Youth Sport Trust and recognises our outstanding commitment, long-term excellence, and consistency in the development of competitive sports and physical education.

Congratulations to everyone involved in promoting high quality physical education, competitive sport and physical activity at Sherwood.



Arts and Culture



Our curriculum continues to be enriched through a wide range of opportunities, including visits from artists and authors, educational visits, school performances and creative learning experiences. As pupils progress through our Art and Design curriculum, their sketchbooks showcase increasingly high standards of drawing, painting and other artistic techniques. To ensure consistently high-quality teaching, our Arts Leader continues to provide specialist training and support for both teaching and support staff.

This year, pupils in Years 1–6 have benefited from working alongside singing outreach specialist, Mr Harry Spencer, as part of the school's Singing Programme. The positive impact of this initiative can be clearly seen in the children's performances, enthusiasm and growing understanding of musical vocabulary.

All pupils have enjoyed opportunities to perform this year, including the EYFS Nativity, Year Group Assemblies, Carol Concert, Sing Together Concert, Young Voices Concert, Year 1 and Year 2 Musical, House Performing Arts Competition, and the Year 5 and Year 6 production. These experiences make a significant contribution to pupils' personal development, helping to build confidence, self-esteem, resilience and teamwork skills, while fostering a love of the performing arts.

Technology Innovation

At Sherwood, we recognise the potential of AI to enhance teaching and learning when used responsibly and appropriately. We are committed to developing staff and pupils' understanding of AI, ensuring that its use supports creativity and high-quality learning experiences, rather than replacing them.

We believe that pupils should be equipped with the knowledge and skills to engage with emerging technologies safely, ethically and effectively. We have developed our curriculum this year, to support our children to think critically about digital content, understand the opportunities and limitations of AI, and develop the confidence to use technology responsibly.

1:1 devices from Years 2–6 continue to be a valuable asset in supporting teaching and learning across the curriculum. These devices provide regular opportunities for pupils to develop and apply a wide range of digital skills. The progression in pupils' digital competence are particularly evident in Years 5 and 6, where children demonstrate increasing confidence, independence and proficiency in using technology to support their learning.



Academic Achievements

I would like to extend my sincere thanks to all of our parents and carers for their continued support throughout the year. The strong partnership between home and school plays a vital role in our children's success, and we are incredibly grateful for the encouragement, commitment, and trust you show every day.

Your support in promoting positive attitudes to learning, excellent attendance, and high expectations helps to create the foundations for our pupils to thrive.

We are particularly proud of the way Sherwood children embrace challenges, support one another, and strive to achieve their personal best.

Our children's personal and academic successes are the result of a partnership between dedicated staff, supportive families, and motivated pupils.

We are pleased to provide an overview of our pupils statutory and non-statutory key stage assessments.



The National Curriculum Assessment Tests provide an important opportunity for pupils to demonstrate the knowledge, understanding, and skills they have developed throughout their primary education. While these assessments offer a valuable measure of attainment in key areas of learning, they represent only one aspect of a child's educational journey.

EYFS GLD **72%**

(Good Level of Development)

Year 1 Phonics Screening: **90%**

Key Stage 1

Reading EXS **88%** GDS **31%**

Mathematics EXS **90%** GDS **34%**

Writing EXS **85%** GDS **26%**

Science EXS **93%**

Year 4 Multiplication Check

Average Score **23/25**

46% of children achieved **25/25**

Key Stage 2

Reading	EXS TBC	HS TBC
SPAG	EXS TBC	HS TBC
Mathematics	EXS TBC	HS TBC
Writing	EXS TBC	HS TBC
Science	EXS TBC	

TBC% of our children achieved the **combined expected standard** at the end of their Primary Education.

TBC% of our Y6 children achieved the **combined Higher Standard**.

We are incredibly proud of the positive attitude, resilience, and determination shown by our Y6 pupils during the assessment period. Their readiness to learn each day, alongside their wider experiences, contributes to the exceptional progress they have made across the curriculum.

Behaviour and Ethos

Our shared vision and strong sense of purpose continue to underpin all aspects of school life, motivating and inspiring our children to achieve their very best. Pupils demonstrate exemplary behaviour and consistently positive attitudes to learning, while attendance remains strong at 96%, reflecting their enthusiasm for school and commitment to learning.

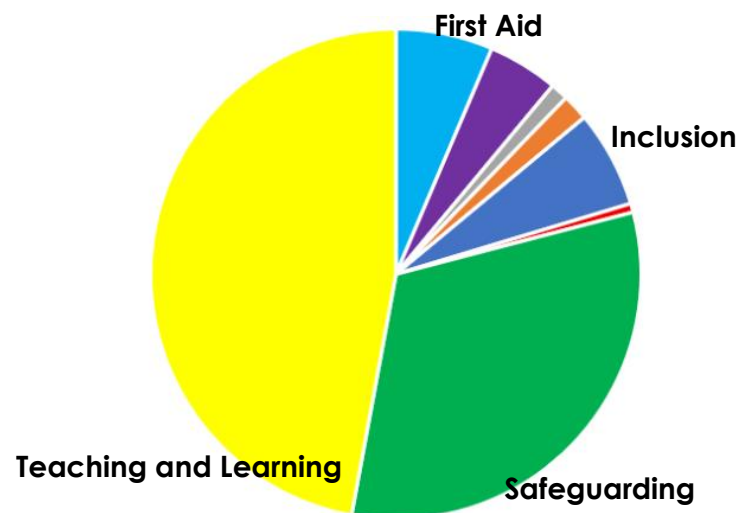
Since introducing our whole-school Emotion Coaching approach in January 2023, we have seen a significant impact on pupils' emotional wellbeing and personal development. Across the school, children confidently identify and express a wide range of emotions and are increasingly able to self-regulate their behaviour effectively. We have also welcomed positive feedback from parents and carers, who recognise the benefits of this approach and value the consistent routines and strategies that support their children's emotional wellbeing and readiness to learn each day.

Everyone a learner!

At the heart of our school's success is a commitment to high-quality professional development for all staff. We recognise that investing in the continuous learning and development of our teachers and support staff has a direct and positive impact on the outcomes, experiences, and wellbeing of our children.

Our carefully planned programme of Continuing Professional Development (CPD) ensures that all staff have access to current research, evidence-informed practice, professional collaboration, and specialist training. Through a range of opportunities, including coaching, mentoring and professional networks, staff are supported to continually enhance their knowledge, skills, and expertise.

**Staff Professional Development
2025-2026
172 Sessions**



I am very grateful to everyone in our school community. Your support is instrumental in making our school the exceptional place it is today. I hope you have enjoyed reflecting on another successful year. We are Sherwood!

With appreciation,
Mrs J Lumb, Headteacher.