

# Sheringham Nursery School

## Inspection report

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<b>Unique Reference Number</b>	102705
<b>Local Authority</b>	Newham
<b>Inspection number</b>	355242
<b>Inspection dates</b>	7–8 February 2011
<b>Reporting inspector</b>	Gulshanbir Kayembe

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

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<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–4
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	179
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kinjal Chokshi
<b>Headteacher</b>	Maureen Haynes
<b>Date of previous school inspection</b>	4 June 2008
<b>School address</b>	Sheringham Avenue E12 5PB
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## Introduction

This inspection was carried out by two additional inspectors. They made visits to eight lessons taught by five teachers and held meetings with a group of children, members of the governing body and staff. Inspectors also spoke informally to children to gather their views. They observed the school's work, including the work of nursery nurses during lessons, and looked at documentation such as the school improvement plan, assessment records and safeguarding policies. Inspectors analysed completed questionnaires from staff, as well as 94 from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively able children are challenged to do better and the impact this has on their learning.
- How well staff use data to check the performance of different groups of children and tackle any differences that they identify.
- Whether the school is doing all it can to improve attendance.
- How well governors challenge school leaders to do even better and contribute to the school's self-evaluation.

## Information about the school

The school makes part-time provision of up to fifteen hours a week for children aged three to four in the local area. The overwhelming majority of the children are from a wide range of minority ethnic backgrounds and a very small minority have refugee or asylum seeker status. The vast majority speak English as an additional language and most of these children are beginners in English when they join the nursery. The school has seen a growth in the numbers of children with special educational needs and/or disabilities compared to previous years. About 15% of the current intake has special educational needs and/or disabilities, mostly speech and language difficulties or an autism spectrum disorder.

Following close to two years in temporary accommodation, the nursery moved into a partially completed new building in April 2010. A third, and then fourth, classroom were added later in 2010. However, the outdoor area is still under construction. Hence, access to it is limited. The number of children on roll fell during the building of the new nursery, although numbers are now back up to where they should be. Nearly all children who were in the nursery at the end of the summer term left to start primary school in September 2010. The nursery has been admitting children very regularly this term to fill the resultant vacant places and the large majority of those currently on roll have been there for one term or less. There have been significant changes in staffing since the last inspection partly due to normal staff turnover, but also because the nursery has expanded with the result that staffing is approximately double what it used to be. The new nursery building houses a children's centre which is subject to a separate inspection.

**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: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Sheringham Nursery School provides a good quality education for its children. They make good progress in developing their early learning skills, such as learning to count and understanding the quantities that numbers represent. The strong emphasis on personal and social development means their social skills develop particularly well. Children learn to get on well with one another and begin to develop close friendships. This is evident even after one term. The outstanding care, guidance and support they receive mean that they feel exceptionally safe and secure and become increasingly confident to explore the nursery and move from area to area. Children show confidence in the adults who work in the nursery to look after and take care of them. Attendance is satisfactory and has improved significantly in the last couple of years due to the wide range of strategies used by the school to work with families where attendance has been an issue.

Children are taught well. The nursery provides a warm and positive environment where a good range of varied activities are set out so that they are readily accessible to children. Routines, such as registration, are well established and, hence, well understood by parents and carers, and children. Adults interact well with children when they are working on activities they have chosen and children engage well in these. When adults work with small groups on an activity with a specific learning intention, children are not always as well focused. They can lose concentration because there is too much adult input. The activities are not always developed sufficiently to maximise participation by children or to stimulate them to discuss their thinking and ideas. Children make good use of computers to help them to learn.

The nursery is well led and managed. The senior leadership team injects a strong sense of purpose to its work. Senior staff have managed the upheavals of the building works and expansion of the staffing very well in order to ensure good standards of provision and good progress for all groups of children. The changes have been so marked and significant that senior leaders have, in effect, re-established the school from scratch. Through the key worker system, where each child has a member of staff responsible for overseeing their learning and well-being, staff know individual children and their families well. Individual children are monitored through this system exceptionally well. The monitoring of progress of different groups, although adequate, is not as rigorous because the school is in the process of adopting a new system for collating assessment data. The governing body is supportive of the school but is not taking a strong enough role in monitoring its effectiveness and, hence, feeding into the school's self-evaluation. Senior staff know the school's strengths and weaknesses well and have identified clear and appropriate priorities for development. They have a particularly clear picture of the strengths and weaknesses in teaching and learning. The school has successfully improved provision and outcomes, such as opportunities for number work so as to improve children's numeracy skills. These factors, together with children's good progress in all areas of learning and leaders'

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successful management of the difficulties due to building work over the last three years, mean that the school has good capacity for further improvement.

## What does the school need to do to improve further?

- Improve the quality of teaching and learning by ensuring that activities led by adults are structured to enable children to participate more actively and encourage them to talk about the work.
- Develop the use of the new data system to monitor progress more rigorously, including the progress of different groups of children, and provide a sharply-focused analysis to inform school improvement planning.
- Ensure that the governing body is more actively engaged in overseeing the work of the school.

## Outcomes for individuals and groups of children

**2**

Children begin at the nursery with a broad range of attainment, but overall this is below age-related expectations. It is particularly low in relation to emotional development, letters and sounds and calculation. Physical and creative development are also low for a significant minority. Past data and information indicate that, by the time children are ready to begin primary school, their attainment is in line with age-related expectations across the areas for learning. Children who begin with little or no English make good progress in developing their English speaking skills. All children broaden their vocabulary and ability to express ideas. They make good progress also in developing their knowledge and understanding of number. Often children are enthusiastic about making marks as a precursor to writing because the school provides interesting resources to encourage them to do so. Able children generally make good progress in their learning. For example, many are able to write their names, to estimate and add two groups of objects together. They are usually extended well by activities that make them think and by work that is matched to their ability levels. Sometimes, however, their learning is not as good because adults miss opportunities to tailor questions to their needs.

In lessons, children work well on the activities that are set up for them. They sustain good levels of interest and concentration. Most engage in conversation to discuss what they are doing with adults or with other children. Sometimes, however, they are less forthcoming or lose focus because they are expected to listen for too long or wait for the teacher to help them. Children enjoy being actively engaged. For example, a group had great fun making shapes with their fingers in a large tray of salt. They took delight at being able to make marks in the shape of a rainbow. More-able children were beginning to draw out letter or number shapes. Children with special educational needs and/or disabilities are successfully included in all the activities. The good support they receive ensures they make good progress.

Children enjoy the breakfast and lunch club and develop good eating habits. Most are willing to try new foods and enjoy eating fruit with their porridge. They understand important aspects of keeping healthy, such as washing hands after going to the toilet and drinking lots of water. Children help out when it is time to clear up or get the room ready for a music session. They are involved in raising money for good causes. In particular, children's social development is strong and the children learn to get on well, take turns

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and share resources with others. Celebrations of festivals, such as Chinese New Year, and visits to places of worship for different faiths help children to develop good awareness of different cultures. Children settle in quickly and grow in confidence and self-esteem. They are proud of the work they produce. Given their development, even in the short time that most have been attending nursery, children are being well prepared for the future and their next step in education.

*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>2</b>
<b>Children's achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Children's attainment <sup>1</sup>	3
The quality of children's learning and their progress	2
The quality of learning for children with special educational needs and/or disabilities and their progress	2
<b>The extent to which children feel safe</b>	<b>1</b>
<b>Children's behaviour</b>	<b>2</b>
<b>The extent to which children adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which children contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which children develop skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Children's attendance <sup>1</sup>	3
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Adults have a good understanding of early years education and the approaches that encourage learning. They establish very good relationships with children, especially key workers with the group of children they have responsibility for. Staff gently steer children's learning through productive interactions when children are working on the activities set out for them. They observe children carefully and pick the right moment to make a suggestion or ask a question. Teachers and nursery nurses model well for children how to explore and investigate activities or to get into character as part of role playing. However, when adults work with small groups, they sometimes talk for too long or keep some children waiting while they help others. Their interactions with children during these focused sessions are not as productive in getting children talking or working

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independently. Adults assess and record children's progress diligently. The use of this information is developing well to provide work that matches the needs of different groups, to plan questions for children according to their abilities and set individual targets. 'Special Books' for each child provide a very effective photographic record that is used to discuss work with them and note their comments. Parents have access to these books and are encouraged to add photographs and comments. Good support from staff who speak the same home language enables children learning English as an additional language to be included. For example, effective use is made of bilingual books to develop both the home language and English. A good session was observed where a teacher shared a 'Special Book' with an Urdu speaking child. The teacher asked relevant questions in Urdu which gained animated and interested responses from the child.

Children have good access to computers to help develop their basic information and communication technology (ICT) skills. Good opportunities for numeracy and literacy, including early writing skills, are built into the wide range of stimulating and interesting activities set out in classrooms. Staff make the best use of the outdoor area that they can, but the space available outside is limited due to continued construction. This limits the extent to which children have ready access to climbing equipment or wheeled toys such as bikes and trikes. The curriculum is well supplemented by visitors and visits including to local parks to compensate, to some extent, for the current limitations of outdoor space.

Staff are very vigilant about the day-to-day care and support of children so that they are exceptionally safe and secure. Teaching staff respond swiftly if a child becomes upset or seems unsure. Vulnerable children and their families are exceptionally well supported both in the nursery and through home visits. Transition to primary school is very well organised. Very effective strategies are in place to encourage good attendance. Staff work constructively with individual parents to address underlying issues that might be leading to low attendance, such as helping a parent to develop their organisational skills.

*These are the grades for the quality of provision*

<b>The quality of provision in the Early Years Foundation Stage</b>	<b>2</b>
<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets children's needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher and other senior staff have established a good sense of team and clear expectations of staff. As a result, staff have a good understanding of their roles and responsibilities. There are effective arrangements to monitor their work and to provide constructive feedback on improvement. As a result, despite the upheavals resulting from the building work and changes in staffing, including some temporary staffing, the quality of teaching and learning is good. In this period of transition while new data systems are

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being established, senior staff, working in conjunction with teaching staff, collate information about different groups by discussing progress with key workers and checking individual files for any significant patterns in progress and development. While providing a reasonable overview of how well different groups are performing, these methods are limited in their robustness and rigour and hence limit, to some extent, the depth of analysis. Equal opportunities for children with special educational needs and/or disabilities and those who speak English as an additional language are promoted particularly well through the good quality provision. A careful eye is also maintained on the progress of more-able children to ensure they are effectively extended.

The governing body meets regularly and has a reasonable idea of the school's strengths and weaknesses. The governors play an effective role in supporting the school's financial management and management of the building work, but are not actively enough engaged in overseeing the work of the school. The governing body's arrangements to consult with parents are very good. Procedures for safeguarding pupils are good and thorough attention is paid to keeping children safe. Staff are well trained in child protection procedures and all staff are thoroughly checked and vetted before working in school. The school has established good local partnerships and relationships with other professionals as well as parents and carers. Partnerships to support children's well-being are particularly strong. Leaders have a good understanding of the context in which the school works and have worked effectively to ensure the school is a cohesive community. Children from a wide range of backgrounds learn to get along and to work together and, with their families, also bring with them an international dimension which is further promoted through the curriculum. Links with the local community are strong. The children's centre is very well used to support parents and carers and to help develop their skills through ICT classes for example. The school is ready, now that the upheavals of rebuilding are nearly over, to make links with a contrasting school in the United Kingdom to take community cohesion a step further.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>2</b>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

A relatively high proportion of questionnaires were returned. Parents and carers are very satisfied with the school and what it provides for their children. They are particularly happy with the enjoyment their children derive from school, behaviour management, the leadership and management of the school and that the school keeps their children safe. A very small number of comments indicate that respondents are not always clear about how the school promotes learning, for example where parents and carers want more formal teaching or where they are concerned about children learning to speak English. Partly, this is due to a large number of parents and carers being new to the school. The school provides a good range of information including through face-to-face meetings but is also re-establishing the more comprehensive methods of communication that existed before moving to the new building. Most comments are very positive and particularly appreciative of the approachability of staff.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Sheringham Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 94 completed questionnaires by the end of the on-site inspection. In total, there are 179 children registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	74	23	24	1	1	0	0
The school keeps my child safe	68	72	25	27	1	1	0	0
My school informs me about my child's progress	63	67	28	30	1	1	0	0
My child is making enough progress at this school	53	56	37	39	3	3	0	0
The teaching is good at this school	62	66	27	29	3	3	0	0
The school helps me to support my child's learning	56	60	34	36	1	1	0	0
The school helps my child to have a healthy lifestyle	57	61	32	34	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	46	49	37	39	1	1	1	1
The school meets my child's particular needs	53	56	36	38	2	2	0	0
The school deals effectively with unacceptable behaviour	48	51	39	41	0	0	0	0
The school takes account of my suggestions and concerns	41	44	47	50	0	0	1	1
The school is led and managed effectively	54	57	34	36	0	0	0	0
Overall, I am happy with my child's experience at this school	66	70	25	27	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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 children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
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 children. 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a child in their learning and development.
Attainment:	in other phases of school, for example primary schools, attainment is the standard of the pupils' work shown by test and examination results and in lessons. However, there is no national average for three- and four-year-olds. Therefore, in inspections of nursery schools, inspectors take account of expectations in the age-related bands of the Early Years Foundation Stage.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of children.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets children's needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which children are learning in nursery sessions and over longer periods of time.

**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.**



9 February 2011

Dear Children

**Inspection of Sheringham Nursery School, Manor Park, London E12 5PB**

Thank you for your help and for taking the time to talk to us during the recent visit we made to your nursery. We think that the nursery provides you with a good education. Most of you achieve well and grow in confidence as your learning improves.

Some of the best things about the nursery are in the list below.

- The interesting range of activities that staff give you to do and which help you to learn and also have fun.
- The way in which you learn to get on well with other children and learn to share and work together.
- The calm, warm and friendly atmosphere in the school gives you a strong sense of belonging.
- The outstanding care, guidance and support you receive help you to feel exceptionally safe and encourage and support your regular attendance.
- The effective way in which your headteacher works with staff to make the nursery even better.

In order to make provision even better, we have asked the school to make sure that when you are being taught in small groups, you are actively involved. We have also asked the headteacher and governors to keep a closer check on how well you and the school are doing.

We think that you can help by continuing to work hard and attending as regularly as you can. We wish you well for the future.

Yours sincerely

Gulshanbir Kayembe

Lead inspector

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