

Sheringham Primary School

Inspection report

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|--------------------------------|----------------|
| Unique reference number | 102753 |
| Local authority | Newham |
| Inspection number | 376763 |
| Inspection dates | 3–4 July 2012 |
| Lead inspector | Ruth McFarlane |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 540 |
| Appropriate authority | The governing body |
| Chair | Elis Matthews |
| Headteacher | Gary Wilkie |
| Date of previous school inspection | 10–11 June 2010 |
| School address | Sheringham Avenue London E12 5PB |
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Introduction

Inspection team

Ruth McFarlane

Additional Inspector

Victoria Turner

Additional Inspector

Peter Lacey-Hastings

Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 22 lessons, led by a total of 22 teachers. The inspectors listened to pupils reading and held meetings with the headteacher, staff, a group of governors and groups of pupils. The inspectors observed many aspects of the school's work, and looked at governing body minutes, the systems for assessing and monitoring pupils' progress, safeguarding procedures, pupils' workbooks and teachers' planning and marking. The inspectors took note of 132 questionnaires completed by parents and carers.

Information about the school

This is a much larger than average-sized school which has expanded rapidly since the previous inspection. Formerly a junior school, it moved to become a primary school from September 2010. The current year is its first to include all year groups from Reception to Year 6. Additional classes opened mid-year due to increasing numbers of infant-age children in the locality. In most year groups, therefore, a far higher proportion of pupils than usual have entered the school roll after the main starting points. The majority of pupils in the school have not been on roll for more than two years. The school accommodates some classes in an off-site annex nearby while building works at the school continue.

A much higher proportion of pupils than average speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils supported on school action plus or with statements of special educational needs is also well above average. A breakfast club runs each school day. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

The senior leadership team was recently restructured to include an acting associate headteacher while the substantive headteacher is seconded for part of each week on a joint project with other schools. A deputy headteacher, two assistant headteachers and two acting assistant headteachers are included in the senior team.

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 | 1 |
| Achievement of pupils | 1 |
| Quality of teaching | 1 |
| Behaviour and safety of pupils | 1 |
| Leadership and management | 1 |

Key findings

- This is an outstanding school. Exceptional leadership and strong teamwork have led to high-quality teaching and achievement despite constant new arrivals, substantial building works and rapid expansion. Teachers develop enthusiastic, confident, independent learners. In doing so, they sometimes pay too little attention to pupils' handwriting and presentation and written feedback is not completely consistent across the school.
- From low starting points, rapid progress, with minor variations, leads to attainment that is at least average by the end of Year 6 in reading, writing and mathematics. Gaps in performance noted in 2011 have closed.
- Teachers focus sharply and expertly on pupils' language development. This quickly opens the door to the wider world of learning for the large majority who speak English as an additional language. Excellent promotion of spiritual, moral, social and cultural development within a very rich curriculum supports learning fully. Lessons are pitched carefully to meet the needs of all pupils and offer considerable challenge, capturing sustained engagement. Teachers, however, do not always give pupils opportunities to follow up on their written and verbal guidance.
- Pupils' exemplary behaviour makes the school a very harmonious and purposeful environment in which to learn and develop. Pupils are highly motivated, enthusiastic learners and respond exceptionally well to their teachers. They feel extremely safe in school.
- Under the excellent direction of the headteacher, supported well by the governing body, leaders and managers have quickly created an outstanding primary school. The culture of performance management through coaching and support enables rapid development of newly qualified teachers and continuing improvement of those more established. Working in teams enables managers and staff at all levels, including support staff, to make a first-class contribution to school improvement.

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What does the school need to do to improve further?

- Secure full consistency in the high quality teaching by:
 - bringing greater consistency to teachers' marking and feedback
 - providing time for pupils to respond to teachers' marking and other feedback
 - enabling and insisting upon a high standard of handwriting and presentation in pupils' work.

Main report

Achievement of pupils

Attainment has risen to broadly average at all stages and is rising further. Attainment in reading is a typical example of this. It was very weak last year in Reception, but is now only a little below average in this age group, as children have responded very well to the systematic phonics (linking sounds with letters) programme, part of the initiative to raise reading standards across the school. Reading standards are now average at the end of Year 2 and above average by the end of Year 6. Pupils read for enjoyment. They describe favourite books and compare them with others by the same authors.

Children start off with low skills in reading, writing and calculation for their age. The school's focus on language development enables them to make good progress in the Early Years Foundation Stage in all their learning. Imaginative planned activities, in bright and inviting classrooms, quickly capture their interest. Pupils in Years 1 to 6 build rapidly on this good start, including pupils who are known to be eligible for free school meals, those who speak English as an additional language, as well as disabled pupils and those with special educational needs. The school is very quick to notice and close any potential gaps in attainment between different groups, including for those pupils who entered the school mid year.

Pupils develop new skills apace and reinforce their learning well, especially when subjects link with real events. In a numeracy session, for example, Year 2 pupils much enjoyed choosing which tickets to buy for the Olympics and for which events. They thought out different ways to work out the total cost with their talk partners before recording their different strategies and checking for accuracy. Pupils' writing includes increasingly refined and ambitious vocabulary. Years 6 pupils can explain how they have used literary devices such as simile and alliteration in their writing. Pupils show outstanding reflective skills. In writing letters, for instance, pupils in Year 5 considered a letter from an Olympic diver, which sparked a debate as to whether a top athlete is a 'normal' person. In their enthusiasm, pupils' handwriting becomes a secondary consideration, often resulting in a lack of neat presentation. Disabled pupils and those with special educational needs make the same exceptional progress across the school as their peers because well-targeted support is provided from well trained staff.

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Quality of teaching

Teachers' pacy approach, clear expectations and well-chosen themes lead to excitement and interest among pupils of all ages. Teaching in the Early Years Foundation Stage is well planned and imaginative but the outside area of learning, following building works, is only beginning to be used effectively to support learning. In Years 1 to 6, teaching is exceptionally strong. Skilled questioning and probing of understanding are a key strength. High expectations of what can be accomplished help pupils to develop confidence. Timely interventions using examples of pupils' developing work help others to see how they might improve their own. The emphasis on talk and language makes a significant impact on learning for pupils of all backgrounds and abilities. The current Year 6 production of *The Wizard of Oz* sparked a range of discussions across the school of pupils' roles and responsibilities. In some excellent Year 6 sessions, pupils were encouraged to engage in lively debate before writing persuasive press releases to stimulate interest among their potential audience into attending the production. The most effective teaching observed required pupils to think, work together, be creative and stimulate their imaginations when responding to literature, art, music and other resources. During the inspection, the busy activity of Year 6 dress rehearsals for the production, and professional input from a drama group for other year groups, were strong examples of the vibrant impact of the curriculum on pupils' spiritual and cultural development.

Reading is taught exceptionally well. Targeted activities are provided for individuals to catch up if they are falling behind. Phonics and guided reading sessions are sharply focused on the next stages in each pupil's learning.

In the enthusiasm to encourage thinking, talking and achieving, teachers' attention to neat presentation of work occasionally slips. As a result, the handwriting in pupils' workbooks is sometimes not up to the standard of the content. Teachers' marking of pupils' work is regular, but does not consistently help pupils understand how to improve, nor provide sufficient time for them to respond to the teacher's comments. This is also the case when teachers give verbal guidance, or make notes on what pupils have achieved during the lesson, especially in the Early Years Foundation Stage.

The specific difficulties of disabled pupils and those with special educational needs are identified swiftly and individualised action is put in place to meet their targets. Skilled teaching assistants make a significant contribution to the learning of individuals, continually encouraging them to become more independent.

Behaviour and safety of pupils

Pupils' outstanding behaviour underpins their exceptionally positive attitudes towards learning. Pupils listen very attentively, ask and answer questions confidently and are extremely enthusiastic. They are kind and considerate towards each other. They listen to each other and respect each others' views. Parents and carers, pupils and staff are in strong agreement with inspectors' findings. Pupils told inspectors that the

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school rules had been devised by the school council, who presented the suggestions to an assembly for consideration, and adjusted them in the light of pupils' comments. Pupils respect the high expectations for their behaviour from all staff, and the consequences if they do not meet them. They feel that the behaviour policy is fair and consistently implemented. Records confirm the excellent levels of behaviour seen during the inspection are typical for the school.

Pupils say how safe they feel in school, which is a view overwhelmingly supported by their parents and carers. Pupils are very aware how to keep themselves safe when using new technology and the internet and through road safety training, which the school prioritised for those who are temporarily based in the annex. Pupils understand what constitutes the different kinds of bullying that pupils of their age may encounter and say that it does not occur. They are very confident that it would be dealt with swiftly if it did because they are clearly aware of the procedures for reporting incidents. Pupils feel highly valued and undertake with great pride their responsibilities such as school council representatives. The first-class work of the school's learning mentors and other staff, especially in the range of after-school activities they organise, and including the well-run breakfast club, has resulted in rising levels of attendance.

Leadership and management

The governing body is well informed, challenging and fully involved in planning for the school's future. The headteacher leads the large team of leaders exceptionally well so that the drive for improvement has accelerated learning and achievement and improved teaching. This, during a rapidly changing period for the school, demonstrates significant capacity to improve further. The large team structure works exceptionally well to enable collegiate leadership, with well-shared responsibilities that enable managers to develop a wide range of skills. Rigorous monitoring of performance is coupled with incisive self-evaluation involving a wide range of staff. Staff with different levels of experience work together in teams and share best practice fully. This facilitates rapid and effective professional development for all and ensures that the whole staff team, including the teaching assistants and other support staff, is focused sharply on successfully driving improvement forward.

The curriculum is a very sophisticated map of themed learning. It is underpinned by the need to develop language understanding quickly and develop pupils' literacy and numeracy, including their use across subjects. Programmes are tailored very well to individual needs. Activities, such as Bollywood dance, papercraft and cricket, offer a broad variety of appeal to pupils. There is exceptionally strong promotion of pupils' spiritual, moral, social and cultural development.

Safeguarding requirements are met and implemented effectively, so that new staff are quickly and thoroughly vetted. It is clear from the equally rapid progress pupils in all groups make that the school promotes equality and tackles discrimination very thoroughly. Pupils and their circumstances are well known so that highly effective action is taken if there is the remotest sign of possible underachievement. As a

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result, any gaps in achievement are quickly closed. The large school hall was full for a parents' and carers' Reading for Enjoyment workshop held during the inspection. This productive partnership with parents and carers and with a group of schools in the area contributes significantly to pupils' successful learning and development and their excellent preparation for the next stage of their lives.

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 pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| 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 pupils. 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 | 54 | 42 | 2 | 2 |
| Primary schools | 14 | 49 | 32 | 6 |
| Secondary schools | 20 | 39 | 34 | 7 |
| Special schools | 33 | 45 | 20 | 3 |
| Pupil referral units | 9 | 55 | 28 | 8 |
| All schools | 16 | 47 | 31 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Attendance: | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance. |
| Behaviour: | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Floor standards: | the national minimum expectation of attainment and progression measures. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |
| Safety: | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

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.

5 July 2012

Dear Pupils



Inspection of Sheringham Primary School, London E12 5PB

Thank you for the warm welcome you gave us when we visited your school recently. We saw that you work very hard and are proud of the part you play in school life. Thank you to all of you that the inspection team chatted with. It was good to hear your views. Thank you, too, for responding to the questionnaire.

Yours is an outstanding school. Your headteacher, staff and governors are excellent at making sure they help you all to do your best. These are some of the best things about your school.

- All the adults take very good care of you and help you to learn.
- Your excellent attitudes to your work and your super behaviour contribute significantly to your rapid progress.
- You understand very clearly how to keep yourselves safe and deal with any risks you might face.
- The curriculum provides a wealth of enjoyable experiences for you. How exciting it is to be performing in *The Wizard of Oz*. Didn't the wicked witch look scary?
- Lessons are usually great fun. Those of you who find learning difficult are given first class support so that you can make the same rapid progress as others in your class.

Even outstanding schools can make things even better. We have asked your school to make sure that all teachers are as good as the best at marking your work, and that you are given time to read and act upon the guidance they write in your books. We have also asked that teachers make sure your written work is neat and tidy, especially your handwriting, as it gets a bit messy when you are rushing through tasks that really interest you.

You can play your part in helping the school stay outstanding by continuing to work hard and do your best.

Yours sincerely

Ruth McFarlane
Lead inspector

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