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10 December 2019

Ms Katherine Sewell
Sheringham Primary School
Sheringham Avenue
Manor Park
London
E12 5PB

Dear Ms Sewell

No formal designation inspection of Sheringham Primary School

Following my visit to your school on 19–20 November 2019 with Bryony Freeman, Her Majesty’s Inspector, and David Lloyd and Joanna Brinkley, Ofsted Inspectors, I write on behalf of Her Majesty’s Chief Inspector of Education, Children’s Services and Skills to confirm the inspection findings.

This inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted’s published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty’s Chief Inspector wished to determine the effectiveness of safeguarding arrangements and the quality of education provided by the school.

Evidence

Inspectors scrutinised the single central record and other documents relating to safeguarding and child protection arrangements. We met with the headteacher, senior leaders and subject leaders, teachers, and with representatives of the multi-academy trust and the local governing body, including the chair.

We examined the school’s curriculum information including for personal, social, health and economic (PSHE) education. We visited lessons, listened to pupils read and held discussions with pupils, parents and staff to gather their views.

Having considered the evidence I am of the opinion that at this time:

Safeguarding is effective.

Context

Sheringham Primary School is larger than the average-sized primary school with 612 pupils from Reception to Year 6. The school converted to academy status in September 2012 and is a member of the Learning in Harmony Trust. Staff are settled in this school and turnover is low. The rate of pupils starting or leaving during different times of the school year is high. The majority of pupils speak English as an additional language and a high proportion are from ethnic minority groups. The proportion of pupils entitled to free school meals is above the national average. The proportion of pupils with special educational needs and/or disabilities (SEND) is above that seen nationally.

The quality of education at this school has been maintained. The strong leadership team set exceptionally high expectations and are ambitious for the pupils. The decisions they make are extremely well considered. They place the pupils' academic and personal development needs at the core of everything they do.

During this inspection, we looked in depth at reading, mathematics, Spanish, music and geography. The ambitious, well-planned curriculum provides pupils with the knowledge and skills they need to be successful in their learning. Pupils achieve very well from their starting points, including those with SEND.

The teaching of reading is strong from the start of the Reception Year. Staff are experts in delivering the phonics programme. This ensures that children can read effectively from an early age. They make sure that all pupils are well supported, including those with SEND. Reading books are well matched to the letters and sounds that pupils know. Pupils' achievement in the phonics screening check in Year 1 is very high. Older pupils continue to develop their reading skills as they move through the school. A highly effective reading programme ensures that they achieve very well, allowing them to access the full curriculum on offer. Adults read to pupils daily, enabling them to develop a real love of reading.

The teaching of mathematics is highly effective. Pupils achieve very well in this subject. Learning is well planned and is adapted to meet the needs of all pupils. Mathematics journals are used effectively to extend pupils' learning, developing their knowledge and skills to help them solve complex problems.

Across all programmes of study, teachers use their excellent subject knowledge to make sure that pupils build on their knowledge and skills over time. Specialist teachers in music and Spanish provide very well planned series of lessons. Pupils are provided with regular opportunities to revisit prior learning so that it becomes embedded in their long-term memory.

There is a strong culture of safeguarding in this school. Leaders make sure that all staff are well trained to recognise the signs that pupils may be at risk of harm. Staff know how to raise concerns. Leaders make sure that the most vulnerable pupils and

their families receive the help they need whenever possible. They follow up any concerns they have with a range of outside agencies.

Pupils have very positive attitudes to learning and their behaviour is strong. They can manage their own behaviour very well. Older pupils take responsibility for helping younger pupils by helping organise playground games. The school is an extremely calm and orderly environment.

The school's rich provision of extra-curricular learning is of high quality. Leaders make sure that pupils, including disadvantaged and pupils with SEND, can broaden their horizons including academically and through sport.

Pupils' personal development is very well catered for in this school. Pupils have a strong understanding of different religious groups, cultures and beliefs. They show a mature knowledge of different types of families. They are tolerant and respectful of how others live in our society. Pupils typically say that everyone should be treated equally. Pupils are well prepared for life in modern Britain.

I am copying this letter to the chair of the board of trustees, the chief executive officer of the multi-academy trust, the chair of the local governing body, the regional schools commissioner and the director of children's services for Newham. This letter will be published on the Ofsted website.

Yours sincerely

Andrew Hook
Her Majesty's Inspector