

Inspection of Sherington Primary School

Wyndcliff Road, Charlton, London SE7 7JP

Inspection dates: 17 and 18 October 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	Outstanding

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time. From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Sherington Primary School is a vibrant community that is full of singing, music, art and sculpture. Pupils said they enjoy coming to school and feel safe. They particularly value the many wider opportunities, including an exciting residential trip to Wales in Year 6, where they learn outdoor rock climbing.

All pupils are held to high standards of behaviour. The school teaches them how to understand emotions. They also learn how to make friends, manage conflict, and how to persist when learning is difficult. As a result, pupils behave well around the school and in lessons, and they concentrate on their learning.

The school's ambitious curriculum is rooted in its immediate context. Pupils learn about historic Greenwich and the many significant events that took place in the local area. The curriculum brings the school's values to life by including excellent opportunities for pupils' cultural development. The school has high expectations for all pupils' learning, which are mostly realised.

Pupils said that if they are worried about anything, they know what to do. They explained that everyone is treated with respect, and bullying is not a problem. Any issues are resolved effectively by staff.

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

This is a school where pupils love reading. Staff teach phonics with precision from the start of school, in Reception. Where pupils are struggling in a lesson, they are given extra help on the same day, so they can keep up with the rest of the class. Any pupils who find reading difficult, including those with special educational needs and/or disabilities (SEND), benefit from focused additional teaching. This helps them to develop their fluency. Once fluent, pupils take part in a wide range of activities that help them learn to read quickly and with accuracy and expression. Teachers help pupils learn important reading skills, such as finding key information and understanding the emotions of characters. There is a daily focus on new vocabulary in every class. New words are taught through extended discussion. For example, discussing the word 'quake' helped pupils to make links with words they already know, like 'earthquake'. This approach enables pupils to make connections between words and ideas, deepening their understanding.

The school's curriculum gives pupils secure foundations from the start. In the early years, the school teaches children about cooperation, sharing and managing strong emotions. This helps children learn to meet the school's high expectations for behaviour. The school has effective approaches to identifying children's developmental needs. Staff offer extra help swiftly to children and their parents, when needed. These approaches are effective in resolving many early developmental difficulties. Activities in the early years are generally well planned. On occasion, however, children are busy and purposefully taking part in activities that have an insufficient focus on the learning set out in the curriculum.

Typically, the school checks how well pupils are following the curriculum over time. In some subjects, like physical education, staff check how well pupils are developing their skills and knowledge in lessons. They allow time for extra teaching or practice, where needed. In other subjects, there are regular checks on pupils' understanding, so misconceptions are swiftly picked up. Staff revisit knowledge at the start of the next lesson or arrange focused support for any pupils who need it. There are some occasions, however, when staff do not check that pupils with SEND have a sufficiently secure understanding of important concepts. When this happens, pupils with SEND do not fully understand the basic ideas necessary to grasp the new concepts they are being taught. In these instances, pupils with SEND are not being as well prepared as they could be for the demands of their next stage of learning.

The school promotes pupils' wider development exceptionally well. This work builds on the rich curriculum in subjects such as music and art and design. For example, in Year 3 pupils receive small-group tuition to learn to play a range of different instruments. As a result, some pupils discover musical talents they were unaware of. Many go on to have individual music lessons and learn to play their chosen instrument to a high standard.

Pupils can take part in many different clubs after school. Visits are carefully linked to the curriculum. For example, during their trip to Wales, pupils carry out the geographical fieldwork they learned about in class. Staff encourage pupils to understand and respect difference. Pupils are supported to develop sophisticated views about equality. For example, one pupil summed up a discussion on this topic by saying that 'some people need extra help, and that's fair'.

The school works effectively to ensure that all pupils attend regularly and punctually. There are well-established support structures for early career teachers, who are learning the professional knowledge that they need. Some staff said that leaders do not fully consider the pressures that they face in carrying out their roles. Leaders have taken steps to address this. For example, they have updated the school's marking policy to reduce unnecessary workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, support for pupils with SEND in class is not as effective as it needs to be. It does not help pupils with SEND to build precisely on what they already know. As a result, in some cases, pupils do not securely understand what they have been taught. The school must ensure that all staff have the further training they need to consistently meet the specific needs of pupils with SEND.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100141
Local authority	Greenwich
Inspection number	10289767
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	426
Appropriate authority	The governing body
Chair	Ross Bailey
Headteacher	Amanda Burnell
Website	www.sheringtonprimary.co.uk
Date of previous inspection	13 October 2011, under section 5 of the Education Act 2005

Information about this school

- The school runs a breakfast club and an after-school club.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher and other members of the senior leadership team.

- Inspectors also met with members of the governing body, including the chair and vice-chair, and with representatives from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, physical education and music. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers and pupils and looked at samples of pupils' work. Other subjects were considered as part of this inspection.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of parents and staff were also considered, including through Ofsted's online surveys.

Inspection team

Julian Grenier, lead inspector	His Majesty's Inspector
Lorraine Slee	Ofsted Inspector
Eleanor Ross	His Majesty's Inspector

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