

Inspection of Sheringham Primary School

Sheringham Avenue, Manor Park, London E12 5PB

Inspection dates: 30 and 31 January 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The head of school is James Tancock. This school is part of Learning in Harmony Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Gary Wilkie, and overseen by a board of trustees, chaired by Ben Spinks. There is also an executive headteacher, Jim Johnson, who is responsible for this school.

Ofsted has not previously inspected Sheringham Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Sheringham Primary School to be outstanding, before it opened as an academy. The school received an ungraded inspection under section 8 of the Act on 19 and 20 November 2019.

What is it like to attend this school?

Pupils are happy and enthusiastic about their school which provides an exciting well-planned curriculum. Pupils enjoy their learning. All staff take great care to understand and know individual pupils very well. Pupils thrive in a caring and nurturing environment. Staff enable pupils to respect and understand different faiths, beliefs and views. This creates a harmonious and happy school environment.

Behaviour is extremely positive throughout the school. Pupils' attitudes to their learning are exemplary. They focus on their work and enjoy collaborating with each other. Pupils demonstrate great respect for each other. In discussions, they value each other's opinions and respectfully challenge ideas. Pupils feel safe in school. They know they can share any concerns in the 'tell me box'. They trust that any adult will listen and support them.

The school provides a wealth of well-planned enrichment opportunities. They ensure pupils gain a range of life experiences. For instance, pupils go to the theatre and experience live music. Regular and extended clubs across the school year enable pupils to develop skills over time. Pupils play in sporting tournaments and perform in theatres. They take on a variety of leadership responsibilities. Pupils are proud to make a positive difference to their school community.

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

The school is ambitious in its curriculum development. Leaders continually strive to improve the curriculum offer for all pupils. The school provides effective support for pupils with special educational needs and/or disabilities (SEND). Staff identify pupils' needs precisely, enabling pupils with SEND to receive targeted and excellent support. Teachers adapt learning highly effectively to ensure that all pupils succeed. They use resources skilfully to help pupils to learn successfully.

The school has considered the key knowledge, skills and vocabulary that they want pupils to know. Leaders are ambitious in ensuring children gain a range of perspectives. For example, in history, untold historical stories support pupils' learning about diversity. Children receive a strong start in the early years. Staff are aware of pupils' starting points and ensure the curriculum addresses their individual needs. Communication and language are a priority across the school. Children in Reception receive a language-rich environment. For instance, children used descriptive and scientific language to describe their 'Arctic' water role play.

Consistent teaching approaches enable all pupils to access learning. This helps pupils to be highly articulate when sharing their answers and strategies. Teachers demonstrate strong subject knowledge which enables them to support and challenge pupils. Teachers check on pupils' learning throughout lessons and address any misconceptions quickly. The school has enhanced its mathematics curriculum in the lower years to ensure pupils are secure with number facts. Pupils have strong recall of prior learning and make connections between their learning. For instance, in

physical education, pupils in Year 5 could relate the skills they used to control a ball in football to a puck in hockey.

Early reading is a high priority for the school. Pupils learn to read through consistently delivered lessons. Teachers support those new to the school and who speak English as an additional language effectively through bespoke phonics lessons. Pupils know their phonics sounds and practise reading with books matched to their understanding. A love of reading develops throughout the school. Teachers use carefully chosen texts to stimulate discussions and develop pupils' understanding of the world around them.

Staff know their pupils and families well. They are proactive in providing the support that pupils need to flourish. Leaders work closely with families to ensure positive attendance and punctuality. Respectful working relationships between all adults and pupils are evident throughout the school. Playtimes are fun and lively. The school council has worked with leaders to increase the variety of activities. Pupils enjoy dance, games and quiet reading areas.

The school is ambitious about the opportunities and experiences it provides for all pupils. Personal development opportunities support pupils to leave school with confidence. This prepares pupils very well for their next stages in education. Outings and overnight stays are carefully planned to provide a wealth of experiences. Pupils explore the local area, learning about history and gaining a sense of community. Pupils learn how to keep mentally and physically healthy. Teachers ensure pupils have strategies to understand their emotions.

The trust and local governing body have a secure understanding of the school's strengths. They continually strive to improve the educational offer for all pupils. Leaders provide staff with effective tailored professional development working collaboratively across the trust. Staff feel supported by leaders and are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

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	141296
Local authority	Newham
Inspection number	10296655
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	604
Appropriate authority	Board of trustees
Chair of trust	Ben Spinks
CEO of the trust	Gary Wilkie
Headteacher	Jim Johnson
Website	www.sheringhamprimaryschool.com
Dates of previous inspection	19 and 20 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of Learning in Harmony Multi Academy Trust.
- 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 that 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 met with the executive headteacher, the head of school, other leaders and a range of staff. They also met with the chair of trustees, the CEO and the

local governance body.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, geography and physical education. Activities included discussions with leaders and teachers about the curriculum, visiting lessons, speaking with groups of pupils about their learning and a scrutiny of pupils' work. Inspectors considered the curriculum in other subjects.
- Inspectors checked the school's policies and records, including those related to behaviour and pupils' wider development.
- Inspectors considered responses of parents and staff to Ofsted's online surveys.
- 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.
- Inspectors held meetings with staff and spoke with pupils during social times. They observed pupils' behaviour across the school, including as they arrived and left school.

Inspection team

Sacha Husnu-Beresford, lead inspector	His Majesty's Inspector
Tom Hart	Ofsted Inspector
Sarah Saunders	His Majesty's Inspector
Sabrina Edwards	His Majesty's Inspector

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