

# Sheringdale Primary School

## Inspection report

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<b>Unique Reference Number</b>	101026
<b>Local Authority</b>	Wandsworth
<b>Inspection number</b>	276442
<b>Inspection dates</b>	15–16 May 2006
<b>Reporting inspector</b>	Lynne Kauffman

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Don Mckerrow Mrs Fiona Morgan
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Standen Road Southfields London SW18 5TR
<b>Telephone number</b>	02088747340
<b>Fax number</b>	02088770155

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Sheringdale Primary School is of average size Children enter nursery with a good range of skills and experience. They represent a wide range of minority ethnic backgrounds with just a quarter speaking English as an additional language. Few children have learning difficulties or disabilities. In April a new head was appointed.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

Grade:

### What the school should do to improve further

- \* Improve problems with attendance.
- \* Apply the successful assessment methods and target setting used in English to other subjects.
- \* Involve all members of the school community in the schools annual evaluation.

## Achievement and standards

Grade:

### Personal development and well-being

Grade:

### Quality of provision

#### Teaching and learning

Grade:

Teaching and learning are good, and contribute strongly to the good progress and achievement of pupils throughout the school. A particular strength of some teachers is their assessment and collaborative planning. Very good planning involving classroom assistants is a feature of the Foundation Stage. Pupils with additional learning needs, including those with English as an additional language, are identified promptly and very well provided for. Older pupils talk enthusiastically about their lessons being fun, although they work hard. In the best lessons, as well as the teacher acting as assessor, pupils assess their own work or that of each other. In literacy lessons, targets are used very effectively to help children make rapid progress. There are some inconsistencies in the quality of marking and teachers' expectations and this leads to lack of progress by some pupils. Teachers are beginning to plan well for the needs of different groups of children, including the gifted and talented and those with additional learning difficulties.

#### Curriculum and other activities

Grade:

The school has a good curriculum, which successfully meets the needs of most pupils. It is particularly successful in developing confident, well-rounded learners, well equipped for the next stage of their education, as most parents recognise. The standard curriculum is supplemented by special "theme" days and activity weeks, as well as a strong programme of personal, moral and social education. Information and communication technology (ICT) provision has improved considerably since the previous inspection. Good use is made of outside specialists and other institutions, such as local secondary schools, to support learning in areas such as the arts. Pupils are particularly enthusiastic about their residential trips. They also appreciate the good range of after-school clubs and activities, although most of these involve a charge, rather than being offered on the basis of entitlement.

## **Care, guidance and support**

### **Grade:**

Planning to meet individual pupils' needs is good. Pupils with learning difficulties and disabilities are well supported and make good progress as a result. Pupils with English as an additional language receive very effective teaching and guidance which helps them rapidly develop their English, improving their confidence.

The new personal, social, health education and citizenship programme is good. The invitation to the school nurse to support drugs and sex education enhances pupils' understanding and involves parents well. Assessment procedures are good. They have moved forward since the previous inspection. However use of specific targets for improvement from the results of assessment is inconsistent across all subjects, except English.

Systems to ensure health and safety are good. Risk assessment is generally effective. Adults are well trained to deal with any problems that arise. Parents are not sufficiently involved in the target setting process and as a result do not always understand how to help their child to improve.

## **Leadership and management**

### **Grade:**

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Children

Thank you for welcoming us so warmly during our recent visit to your school. Thanks especially to those children who helped us to find our way around and those who talked to us during the inspection. We really appreciated all the help and comments you offered.

I am glad to tell you we think your school is good and provides you with an enjoyable start to your education. We were particularly pleased with these things: \* Your head teacher and deputy head teacher together with the rest of the staff do a good job in organising the school and looking after you. \* Most of you are making good progress with your work. \* Your behaviour is excellent which helps you to succeed at school. \* Your school governors do excellent work and are very interested in how they can help your education to be even better.

You explained to us what fun it was to go on the school residential visit to the Isle of Wight. Year 6 left for their visit on the day we arrived, so I expect some of you have received post cards saying what a good time they are having. Your teachers are always trying to help you to do better in lessons but some of you take long holidays and miss lots of school. Perhaps you can ask your parents to check with the school so that you could take some school work on a prolonged holiday or take the holiday during school holiday time so that you do not get behind in your lessons. We have also asked your teachers to help you improve your assessment in all subjects to match English so you can see what you need to do to improve. We know that you will continue to work hard and send our very best wishes for your future success.

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Lynne Kauffman

Lead Inspector