



# Sheringham Junior School

## Inspection Report

**Unique Reference Number** 102753  
**Local Authority** Newham  
**Inspection number** 286481  
**Inspection dates** 5–6 December 2006  
**Reporting inspector** Margaret Coussins

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

<b>Type of school</b>	Junior	<b>School address</b>	Sheringham Avenue
<b>School category</b>	Community		Manor Park
<b>Age range of pupils</b>	7–11		London E12 5PB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8478 4244
<b>Number on roll (school)</b>	347	<b>Fax number</b>	020 8514 6613
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Heidi Hincliffe
		<b>Headteacher</b>	Gary Wilkie
<b>Date of previous school inspection</b>	25 November 2002		

<b>Age group</b> 7–11	<b>Inspection dates</b> 5–6 December 2006	<b>Inspection number</b> 286481
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This is a large junior school with a diverse pupil population. Most pupils are from ethnic minority groups, predominantly Bangladeshi, but also Black African, Pakistani and Indian. The proportion of pupils eligible for free schools meals, those with learning difficulties or disabilities and those whose first language is not English is much higher than average. There are 60 pupils who are at the early stages of learning English.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Sheringham Juniors is a good school where pupils are very happy and achieve well. Pupils really enjoy their time here. As one child said, 'We all come from different religions, and from countries all around the world, but we are one big family at Sheringham School'. Parents are pleased with what the school offers. Good care, guidance and support develop confidence and self-esteem very successfully and raise pupils' often low expectations of themselves. This contributes very effectively to their good personal development, which leads to well-behaved learners who feel valued and want to do well. Everyone benefits from the good relationships. Pupils have a good awareness of the need to live healthy lifestyles and stay safe. Teachers keep close track on academic progress. Pupils know their targets for learning. However, they do not always have a clear idea of what will make a piece of work successful or how they can evaluate their own progress. Pupils' work in the day-to-day decision making within the school, and their involvement with communities beyond the school, is good and helps to develop their good personal skills. They take their responsibilities very seriously and the extremely active school council works with a real sense that its voice is heard and that pupils can make a difference.

Children start at the school with attainment which is very low compared with that found nationally. They make good progress to reach below average standards by the time they leave the school. Standards are rising and are higher in science than mathematics and English. Standards in writing are not high enough and this contributes to pupils' weaker attainment in English. Good teaching and an interesting curriculum make learning enjoyable and these factors, along with pupils' good attitudes and personal skills, mean they achieve well, whatever their starting point or background. However, in some classes the pace of pupils' learning is too slow when teachers speak for too long.

Central to the school's success is the headteacher's outstanding leadership. Together with his deputy and assistant head, who form a strong team, they have a very clear view of strengths and weaknesses. There are rigorous procedures to find out what the school is doing well and where improvement is needed. Senior leaders and managers, subject leaders and governors are fully involved in evaluating and improving the school's work. Their impact is shown by the improved provision and standards in information and communication technology (ICT). The results of their work show that the school has a good capacity to improve further. The school has a very strong commitment to including all children. The level of pupils' basic skills means they are satisfactorily prepared for the next stage of their education.

### What the school should do to improve further

- Improve standards in mathematics and English, particularly in writing
- Improve the pace of learning in some lessons so that it is consistently good
- Increase pupils' awareness of how they can improve their work and help them evaluate their own progress towards their targets

## Achievement and standards

### Grade: 2

Attainment is very low when pupils start at the school in Year 3 and many have complex learning needs or are new to learning English. The vast majority of pupils make good progress in most lessons and achieve well because of the good teaching, although where teaching is less confident, progress can be slower. More pupils attained the higher Level 5 in science because of the greater emphasis on practical activities. The school has focused on mathematics and as a result exceeded its targets for those reaching the nationally expected Level 4 and the higher Level 5. Lower achievement in writing holds the pupils back in their English work. A carefully structured and creative approach has recently been introduced but the outcomes across the school are not yet high enough to show an improvement in standards, which are below average. Pupils with learning difficulties and disabilities, those who are learning English as an additional language and those who start at school in different year groups are well supported to enable them to achieve as well as others.

## Personal development and well-being

### Grade: 2

Personal development and well-being are good. Pupils' enjoyment and enthusiasm for learning are infectious. One pupil said, 'Mathematics is fun and our teacher wants us to really enjoy our lessons, which we do'. Attendance has improved and is now satisfactory. Pupils' spiritual, moral, social and cultural development is good. They are polite, courteous and caring of each other and involved in supporting local and wider community events. The school council has an active role within the school. As one member said, 'We decide what happens in our school, as well as the teachers'. The school's Activemark Award for sports and initiatives to encourage healthy eating, such as the lunchtime salad bar, contribute to pupils' good awareness of the need to adopt healthy lifestyles. They participate enthusiastically in the wide range of extra physical activities. Pupils collaborate and share their ideas, views and opinions well, their team work is good.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good. The organisation of classes into ability groups for English and mathematics is a successful strategy, which ensures teachers pitch work at different levels to challenge all pupils. Pupils learn how to organise their work and to co-operate, which supports their good achievement. Relationships between teachers and pupils are good. Because pupils are secure in their knowledge that their opinions and views are valued, they are not afraid to make mistakes. These qualities help them do well. There is a strong ethos of support amongst teachers and teaching assistants

who benefit from sharing their expertise and skills. Teachers use a good range of teaching approaches and encourage pupils to think for themselves. The use of interactive whiteboards engages pupils and helps them be more motivated in lessons. Overlong introductions, where pupils are not active, can slow the pace of learning. Good marking indicates to pupils how they can improve their work, and reach their targets, but this is not consistent across the school.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is broad and well balanced. There is a strong focus on the use of ICT to support learning across many subjects and this is used effectively throughout the school. Subjects other than literacy and mathematics are taught in blocks to enable greater depth of study. This results in exciting and stimulating work, as seen in good quality displays around the school. There is a wide range of popular, well-attended clubs, which broaden pupils' personal experiences and learning, especially in relation to sports, the arts, mathematics and ICT. The curriculum is enriched with visits to places of interest which support subjects such as science and history. These aspects strongly promote pupils' enjoyment of learning and develop social skills important to their future life. The recent introduction of a philosophy programme helps children to question and justify themselves better. This is beginning to have an impact because, as one pupil said, 'We try our best, no one is rubbish'. Another wrote, 'Speaking the truth will stop you getting into trouble'.

## **Care, guidance and support**

### **Grade: 2**

The school is a caring community where pupils feel safe and have confidence in the staff. Arrangements for safeguarding children are effective. Risk assessments are robust and child protection procedures are well established and rigorous. Parents trust the school to take good care of their children. Staff work hard to make sure that pupils benefit as much as possible from their time at school. They know pupils, and their families, very well and work closely with parents, carers and outside agencies to make sure all pupils have good access to the opportunities. Pupils who enter the school midway through the term are well supported by the Learning Mentor to ensure they are able to settle quickly into the school. Procedures to identify and support children who are at risk of underachieving, those who have learning difficulties or disabilities or are at an early stage of learning English are detailed. However, systems are too complex and do not make it easy to get an overview of support, progress and achievement. Pupils know their learning targets but do not have a clear view of how to evaluate their progress towards achieving them.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. Since the previous inspection, standards, achievement and the curriculum have improved. This is a result of the headteacher's outstanding leadership and a strong effective leadership team. They have demonstrated that the school is good at evaluating where its strengths lie, knows what needs improving and acts effectively to bring this about. This has been shown in the improvement in mathematics standards. The impact of leadership and management has not been as marked in raising achievement in English as it has been in other areas. The governing body supports the school well and fulfils all its statutory responsibilities. The school has good partnerships with other schools, agencies and the local community, which contributes well to pupils' achievement. There has been a major upgrade in the buildings and provision for ICT, and the amount of non-class based teachers, decisions which put the school's budget under considerable strain. However, these actions have resulted in a substantial improvement in the quality of the learning environment, pupils' ICT skills and the standards they reach.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

I am writing to let you know how much my colleagues and I enjoyed our visit to your school and what we found out. Thank you all for making us so welcome, for talking to us about your work and telling us what you think about your school.

We found out that yours is a good school and these are the reasons why.

- You really enjoy being at the school and get on well with each other and all of the staff. You are hard working and well behaved.
- You achieve well even though some of you find learning quite difficult. You do particularly well in your science lessons.
- Your teachers make sure your lessons and all the other activities and clubs that go on in the school are interesting.
- Everyone in the school looks after you well and they help you develop your confidence and the belief that you can succeed in whatever you do.
- Your headteacher does a very good job and the entire staff work very hard to make sure that everyone has a chance to succeed.

There are some things that we think could be better.

- Improve your achievement in English, particularly in writing, so that it matches your good work in science. You have done well to improve your work in mathematics and could do even better.
- Make sure you always learn as well as you can in all your lessons.
- Your teachers can make sure you always know how to produce successful work and help you assess how well you are achieving your targets.

Thank you again for all your help and for being so friendly and polite.

Yours sincerely

Margaret Coussins

Lead inspector