

Sheringdale Primary School

Inspection report

Unique Reference Number	101026
Local Authority	Wandsworth
Inspection number	323391
Inspection date	26 February 2009
Reporting inspector	Nick Butt

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	248
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Don McKerrow
Headteacher	Mrs Fiona Morgan
Date of previous school inspection	15 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Standen Road Southfields London SW18 5TR
Telephone number	020 8874 7340
Fax number	020 8877 0155

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors. They evaluated the overall effectiveness of the school and investigated the following issues.

- The effectiveness of the Early Years Foundation Stage.
- The impact of measures to improve writing in Years 1 and 2.
- The impact of the creative curriculum on pupils' learning.

The inspectors gathered evidence from lesson observations, scrutiny of pupils' work and parents' questionnaires. Discussions with staff, a governor and pupils also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This popular school of average size has Early Years Foundation Stage provision in the Nursery and Reception classes. Very few pupils are entitled to free school meals. Just over half the pupils come from a variety of minority ethnic groups. More than a quarter speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below average and they have a variety of different needs. The school has the Healthy Schools Award and Eco Schools Silver Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Sheringdale Primary is a good school. Pupils thrive in its friendly, caring environment, so that their personal development and well-being are excellent. They achieve well from generally favourable starting points, and standards by the end of Year 6 are consistently above average and sometimes exceptionally high. Standards in the present Year 6 are exceptionally high in English and mathematics.

The school is heavily oversubscribed, because parents value its warm and welcoming ethos, and the confidence it gives to their children. Speaking for many, one parent commented, 'children feel listened to, respected and valued'. Another said, 'The school is a bright and happy place to be.' The pupils themselves greatly enjoy school, reflected in much-improved attendance figures, which are now above average. One pupil said, 'You don't want to leave here.' The headteacher gives clear direction to the school and is supported well by a committed and enthusiastic leadership team. Leaders track pupils' progress closely and have an excellent understanding of the school's strengths and what needs to improve. A robust programme of monitoring is conducted by leaders at all levels. This means strategic plans are well written and focus on the right priorities. There has been good progress since the last inspection and the school is well placed to continue to improve further.

The quality of teaching and learning is good, with lessons planned in depth to meet the needs of all pupils. There are excellent relationships between staff and pupils and behaviour is outstanding. Pupils cooperate very well in pairs and groups and are excited about learning. Lessons are conducted at a rapid pace and involve pupils well, so that they are interested and engaged. Sometimes the pace is too quick, such that pupils do not have time to form extended responses to questions. At other times the questioning is too general and does not target specific groups or individuals to ensure that all pupils are fully involved in discussion. There is effective use of technology to enliven teaching, including video clips. In an outstanding lesson where pupils were asked to concoct a 'marvellous medicine' for the headteacher, the teaching assistant had recorded a recipe in the guise of a celebrity chef to entertain and guide pupils.

While standards are at least above average by the end of Year 6, standards in writing have fluctuated in Years 1 and 2, partly because of a preponderance of pupils born in summer and those joining the school learning English as an additional language. Leaders have identified writing as a priority for improvement, and have introduced a new structured approach to teaching writing, as well as allowing more time for extended writing each week. Groups of pupils have been identified who could do better and are given additional support and encouragement. These measures are still at a relatively early stage, but data indicate that they are beginning to have an impact in raising standards. The school is halfway through a programme of making the curriculum more creative, which includes increasing the opportunities for pupils to write in different subjects. The introduction of more drama and technology into the curriculum is engaging pupils well. In Year 6 this culminated in an excellent spy spoof called 'James Blond' that pupils wrote, acted, filmed and edited themselves, played out to the familiar backing soundtrack. Such creativity within the curriculum is having a beneficial impact on pupils' learning, although the school accepts that changes are at a relatively early stage.

Pupils' spiritual, moral, social and cultural development is outstanding. They have a very strong understanding of their own and others' cultures, boosted by events such as 'Caribbean Week' when they immersed themselves in Caribbean culture. Pupils show great respect for one another,

with older pupils supporting younger ones as buddies in the playground. They take plenty of exercise, and have an excellent understanding of how to live healthily, evidenced by the Healthy Schools award. They exercise for more than two hours per week and participate in a good range of after school clubs. Pupils say they feel safe at school and free from bullying. One pupil said, 'There is always somebody we can go to talk to.' Another commented, 'You feel that the teachers are all paying attention to you.' The school council is very active in improving the school environment, and a 'green council' is building on the school's Eco Schools Silver award to promote recycling and energy conservation. Pupils have been campaigning with some success for improvements to the local park, and are working with a nearby church to redesign its stained glass window. Pupils very much enjoy the residential visits, including one in Year 3, which increase their confidence. A pupil said, 'We felt like we knew each other more and we could work together.' The school prepares pupils extremely well for secondary school, as they combine good or better basic skills with high levels of confidence and enquiring minds.

Pupils are well cared for, with good provision for those who find learning difficult in a range of different ways. Teaching assistants make a valuable contribution to pupils' good progress. Pupils who are learning English are supported well and fully included in lessons. All safeguarding arrangements are in place. There are good links with outside agencies in providing additional support and advice, such as speech therapy. A marking code is followed in Key Stage 2, although this does not always give pupils sufficient guidance as to how they should improve. Where comments are made, it is not always evident that pupils have acted upon them. Meetings with pupils and parents are used to set targets at the beginning of the year. These are followed up on a termly basis. An innovative assessment system in Key Stage 1 involves pupils more in their own learning, so that each has a personal profile that builds up a clear picture of how well they are doing.

There is a wide range of visits to places of interest that contribute very well to pupils' excellent personal development and well-being and their great enjoyment of school. Recent examples include the Imperial War Museum, London Zoo and Wandsworth Ecology Centre. Many visitors also enrich the curriculum further, including a poet and conservationists. The school promotes community cohesion well, having a very active parents' association and building links with other schools of a different character, including a special school and a French school. Pupils enjoyed a picnic in Kew Gardens with their French peers.

There have been changes to the governing body, with some new governors coming on board. Governors are very supportive of the school and bring with them a range of expertise. They are starting to become more involved in strategic planning, although monitoring does not always focus specifically on key priorities for improvement, nor are these widely known by all governors. However, they complement the strong leadership and management in the school well.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Nursery with skills and abilities that are generally above those usually found. However, half of the Nursery children then join Reception classes in other schools that do not have their own Nursery. In the Reception class, the school receives half its intake from children who did not attend the Nursery. The attainment on entry of these children is often not as good as for those children coming up from within the school. All children make good progress because of the wide range of enjoyable activities that enable them to learn in practical ways. For example, children in the Nursery were making their own apple juice. There are exciting role play activities,

such as the Little Red Hen House, which give children opportunities to learn collaboratively. Children behave well and are able to work cooperatively and independently. Staff guide their learning skilfully, carefully assessing their progress. Children are safe and cared for well. A new canopy and the creation of a central doorway have made it easier for children to reach the outside area, although this is undergoing renovation and is not yet fully accessible. Improvements to the teaching of phonics are giving children a good start, so that they leave Reception reading well. Overall, most reach the expected goals and many exceed them. The leadership and management of the Early Years Foundation Stage are good, with strong teamwork between all adults and a high level of cooperation between the Nursery and Reception classes.

What the school should do to improve further

- Ensure that standards in writing by the end of Year 2 are consistently above average by building on innovations to extend writing across different subjects.
- Further improve the Early Years Foundation Stage outdoor area so that all the space can be used.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

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

11 March 2009

Dear Pupils

Inspection of Sheringdale Primary School, London, SW18 5TR

Thank you for making us so welcome when we visited your school. We agree with you that yours is a good school. Here are some of things it does particularly well.

- You make good progress and are very well prepared for secondary school.
- Your behaviour is excellent, and you look after one another very well.
- You take plenty of exercise and know how to keep healthy.
- There are plenty of clubs and visits for you to enjoy, including residential.
- The teaching is good, and you enjoy learning.
- The school cares for you well, making sure that you receive the support you need.
- School leaders have an excellent understanding of the school's strengths and how to make it even better.

While you do well in writing by the end of Year 6, standards have been more up and down in Years 1 and 2. We know your teachers have been working hard to change this, and that you now have more time for writing. We have asked them to continue this work, so that you have lots of opportunities to write about a whole range of different things. Children in the Nursery and Reception get off to a good start, but your outside area is not as good as it could be. We are glad the staff are going to improve it so that you can make full use of it, especially as the weather is now getting better.

Thank you once again for your help. It was good meeting you. Our very best wishes for the future.

Yours faithfully

Mr N Butt

Lead Inspector