

# Sheringham Junior School

## Inspection report

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<b>Unique Reference Number</b>	102753
<b>Local Authority</b>	Newham
<b>Inspection number</b>	335963
<b>Inspection dates</b>	10–11 June 2010
<b>Reporting inspector</b>	Martin Beale

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>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	321
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Elis Matthews
<b>Headteacher</b>	Gary Wilkie
<b>Date of previous school inspection</b>	5 December 2006
<b>School address</b>	Sheringham Avenue London E12 5PB
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## Introduction

This inspection was carried out by three additional inspectors. They visited 19 lessons, observing 17 teachers at least once each, and held meetings with staff, groups of pupils and two members of the governing body. Informal discussions were also held with parents and carers as they arrived with their children at the start of the day. Inspectors observed the school's work, and scrutinised assessment information, pupils' books, records of pupils' progress and improvement plans. The team analysed 67 parental/carer questionnaires, 104 responses to the pupil survey and 35 responses to the staff questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether or not the emphasis on improving writing is having an impact
- how well teachers engage pupils in learning and use assessment information to ensure that lessons meet their needs
- how effective is support for the academic and personal development of the pupils more in need of additional support, including newcomers to the school.

## Information about the school

Most pupils are from minority ethnic backgrounds in this well-above-average-sized school. The large majority are from homes where English is spoken an additional language. The proportion of pupils known to be eligible for free school meals is very high and more pupils join or leave other than at the usual times than in most schools. The proportion of pupils with special educational needs and/or disabilities is well above average; their needs are mostly associated with learning difficulties related to literacy and to speech and language. The school is part of a collaborative arrangement with others in the area and will move towards becoming an all-through primary school with the introduction of Reception classes from September 2010. The school has received the Artsmark Gold award and the Inclusion Quality Mark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Sheringham Junior is an outstanding school. It is exceptionally well led by the headteacher, whose high expectations of staff and pupils permeate all aspects of school life. He is supported in these endeavours by a highly effective and motivated team of staff, who are continually searching for ways in which they can improve their individual performance and that of the school.

The pupils are given an good foundation for success in the future through the rapid development of their basic skills and personal qualities, including their spiritual, moral, social and cultural development. From well below average attainment on entry, pupils make outstanding progress so that attainment is average and has been rising by Year 6. This trend is continuing. The concerted attention paid over the last few years to improving writing by providing contexts that pupils find interesting and using 'talk for writing' is paying dividends.

There are many key factors accounting for the pupils' rapid progress while at the school, including:

- much stimulating teaching that grabs the pupils' attention and drives their learning forward at pace
- the way pupils take responsibility for their learning through discussion with their 'learning partners' and in assessing each other's work
- the outstanding curriculum gives careful attention to developing basic skills and also to enriching learning experiences and forging links between subjects
- the recognition of each pupil as an individual and sharply tailoring support to meet their specific learning or language needs
- the highly effective deployment of teachers not only to work with individuals and groups of pupils but also to support their colleagues in improving their performance
- the excellent close and productive partnerships with other schools and outside agencies.

High on the list of the school's successes is the intensive drive to do what is best for all pupils and to reduce any barriers that might impede their learning and personal development. The quality of care, guidance and support, particularly for the pupils more in need of additional help is outstanding. Teachers are very skilled at engaging pupils in their learning and making lessons interesting, so that time seems to fly past. The teachers inspire the pupils to learn through their energy and enthusiasm, the creative use of resources and the creation of an inviting learning environment. While lessons generally focus on meeting the needs of all pupils, not all teachers use assessment information to match tasks to pupils' level of ability or to adapt their methods sufficiently accurately.

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The rigorous attention paid to safeguarding means the pupils feel very safe in school and say that there is always someone to confide in with a problem. This is a view almost unanimously shared by parents and carers. The pupils' behaviour is outstanding. The behaviour contributes very significantly to the pupils' learning and the constructive manner in which they work together. The way pupils of all backgrounds mix happily is an indication of the school's success in ensuring that discrimination of any sort is not tolerated. It is also a reason why the school is such a happy environment, in which the pupils can thrive. The pupils make a very significant contribution to the life of the school, such as by suggesting areas they might like to study and being involved in interviewing new staff.

The school's outstanding capacity for improvement is based on the continual reflection by staff and incisive self-evaluation that enables the school to react quickly to changing circumstances. The involvement of all staff in school improvement planning means they have a genuine interest in the school's success. Senior leaders and governors have established a very clear direction; they base planning on a clear understanding of the school's qualities and areas for improvement and they have an excellent record of improvement since the last inspection.

**What does the school need to do to improve further?**

- Refine the use of assessment information when planning lessons for different ability sets and develop teachers' expertise when adapting teaching in the light of the pupils' responses.

**Outcomes for individuals and groups of pupils****1**

Pupils not only develop key skills at a fast pace but also apply the skills to support learning in a wide range of contexts. They show great pride in their work and support each other, either when discussing ideas, working jointly on a task, or assessing each other's performance. The pupils become more independent as they get older and many take responsibility for aspects of their own learning, such as when suggesting topic areas they wish to study. The way a class of Year 6 pupils concentrated and persevered on a problem giving them insight into handling finances was typical of the learning seen during the inspection. The pupils rose to the challenges presented and were able to concentrate for long periods.

The majority of pupils arrive at the school with limited levels of English. Their language skills develop quickly because of their immersion from the moment they arrive in a □language-rich' environment. Pupils who have special educational needs and/or disabilities make outstanding progress because a judicious balance is maintained between their participation in lessons and withdrawal for specific, focused activities and □one-to-one' tuition.

Pupils respond well to the school's promotion of healthy eating and are keen to participate in the wide-ranging sporting activities made possible by the use of coaches from outside of the school. Attendance is improving and pupils are punctual to school.

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They are very considerate towards each other and help newcomers to make friends and settle in quickly. They value the diversity around them greatly, respect differences and celebrate their shared values. Consequently, there are almost no incidents of bullying or inappropriate behaviour. The pupils show they are very sensitive to each other's points of view, such as when discussing issues and listening to other perspectives than their own. This was particularly noticeable when Year 6 pupils reflected on the character features of a boy in a book they were studying. They are inquisitive about the world around them and have taken part in campaigns, in partnership with the local police, to make the one-way system outside the school operate for everyone's safety.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teaching is almost always at least good and there were outstanding features observed in several lessons. Relationships are strong and pupils have the confidence to answer in lessons because everyone values their contributions. Expectations are high, particularly in the way that pupils are required to respond at length to questions and to explain clearly the reasons for their answers. Teachers use resources, including new technology,

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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creatively, to add interest and to enhance the pupils' learning.

Pupils have a clear understanding of the steps they can take to improve their work, through the feedback provided by teachers in lessons, constructive marking and the opportunities for assessing the quality of their own work and that of their learning partners. The careful deployment of teachers and other adults means that additional sets are provided in English and mathematics. While this means that needs can be more closely met, not all teachers take the opportunity to refine their use of assessment information or of the responses of pupils to adapt their lessons for these sets even more sharply.

By keeping the curriculum continually under review, the school is able to adapt its programmes quickly to meet changing demands and the needs and interests of the pupils. The pupils' learning is based on a series of vibrant and interesting experiences on a daily basis. There is a very sharp emphasis on developing basic skills and applying these across all areas of learning. Many activities are provided to broaden the pupils' experiences, both during and beyond the school day, including visits linked to areas of study. Partnerships with other schools strengthen opportunities for sport and provide additional activities for gifted and talented pupils.

The school is highly effective in supporting its pupils more in need of additional help and those facing challenging circumstances. Everyone works to ensure that there is a welcoming environment in which all pupils feel secure. Arrangements to help the pupils settle into school, to transfer between classes and move on to the next stage of their education are very sensitively handled and include close involvement with pupils' homes. The school treats each pupil as an individual and nurtures their development by carefully identifying their particular needs and circumstances and then sharply tailoring support and targeting the work of additional staff. This work is supplemented by other professionals, who provide further expertise to help the school to support pupils with special educational needs and/or disabilities.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

There is a strong unity of purpose and high morale amongst staff. The school can point to many examples where it has developed its staff from being inexperienced into very effective practitioners. Teachers are reflective about their practice and very keen to improve. Their professional development is closely matched to individual needs and

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supported by working in partnership with experts in a particular area. Challenging targets are set as a benchmark to check frequently how everyone, both staff and pupils, is performing and to plan action where targets are not being met.

Governors are influential in planning the long-term direction of the school, including seeking to ensure that the new buildings will add value to what the school can currently provide. They set realistic but ambitious targets to drive improvement forward and are developing more robust mechanisms to check the impact of their policies. Governors take very seriously their responsibilities for ensuring that the school is a safe environment for all. Procedures for safeguarding the pupils and vetting all those who work in the school are constantly under review and regularly updated to reflect changing circumstances. The school's very robust procedures are recognised as models of good practice and have been adopted by other, local schools.

The headteacher, staff and governors are highly committed to partnership working and take a leading role in working with local schools in sharing expertise and developing teachers' skills. The school would not be able to support its pupils or enrich their experiences effectively were it not for the expertise brought in through links with a variety of outside organisations and the excellent value for money this provides. Plans for the expansion of the school aim at strengthening links with parents and carers by getting parents and carers involved from the outset in the education of their children. The commitment to equality of opportunity and tackling discrimination permeates the school culture at every level. The school is highly successful at reducing any gaps in performance between different groups, if and when they arise. The school is a very cohesive community in which pupils of all backgrounds work and play happily together. Staff and governors have a very clear understanding of the context of the community they serve. They have planned many activities to support community cohesion, including directing families towards appropriate services available in the area, but have not formally evaluated the activities' impact.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>



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<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## **Views of parents and carers**

Parents and carers are strongly in support of the school and have no major concerns. They are almost unanimous in reporting that their children enjoy school. They are pleased with the progress their children are making, the quality of teaching, and the information they receive about their children's progress. These are areas that are endorsed by the inspection team. A few parents and carers felt that the way the school meets each child's needs is not as good as it could be. However, inspectors found this aspect to be outstanding. A few felt also that the school does not take account of their suggestions and concerns, for which the inspection found no significant evidence.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sheringham Junior School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 67 completed questionnaires by the end of the on-site inspection. In total, there are 321 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	60	26	39	2	3	0	0
The school keeps my child safe	47	70	20	30	0	0	1	1
The school informs me about my child's progress	26	39	36	54	3	4	1	1
My child is making enough progress at this school	28	42	36	54	2	3	1	1
The teaching is good at this school	33	49	33	49	1	1	1	1
The school helps me to support my child's learning	22	33	39	58	5	7	1	1
The school helps my child to have a healthy lifestyle	30	45	34	51	4	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	34	34	51	4	6	1	1
The school meets my child's particular needs	19	28	40	60	5	7	2	3
The school deals effectively with unacceptable behaviour	26	39	34	51	1	1	4	6
The school takes account of my suggestions and concerns	21	31	36	54	5	7	2	3
The school is led and managed effectively	25	37	37	55	2	3	2	3
Overall, I am happy with my child's experience at this school	38	57	22	33	5	7	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 June 2010

Dear Pupils

Inspection of Sheringham Junior School, London E12 5PB

Thank you all very much for your friendliness and help when we visited your school recently. We judge that Sheringham Junior School is outstanding. We were pleased to see how much you enjoy school and we agree with you that your teachers take excellent care of you. You also take very good care of each other, particularly when someone arrives during the year. Your behaviour is outstanding. Those of you who have special jobs, like members of the school council, carry out your duties responsibly. We were very impressed with the way you have worked with the local police to make the road outside school safer.

Thank you for sharing your views with us. You are making excellent progress during your time in school, learning the skills you need for the future and becoming mature and responsible people. This is because you are taught well and have very interesting things to learn. You clearly enjoy the wide range of exciting activities provided for you, including the topics you study. We really enjoyed watching the way you discussed ideas with your learning partners and assessed each other's work.

Everyone is trying hard to make the school even better. We have asked the teachers and other adults to help you to learn more rapidly by matching their teaching more consistently to your individual needs and adapting lessons in the light of your responses and questions. We are sure that you and your teachers will work hard to make these improvements. You can play your part in helping the school to get even better by continuing to take such great pride in your school and continuing to be so enthusiastic about learning.

We wish you well for the future.

Yours sincerely

Martin Beale

Lead inspector (on behalf of the inspection team)

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