

# Inspection of Sheringdale Primary School

Standen Road, Southfields, Wandsworth, London SW18 5TR

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Inspection dates:	5 and 6 November 2024
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since February 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

## **What is it like to attend this school?**

Pupils are proud to be a part of this warm school community. They display exemplary behaviour throughout the school day because they know what their teachers expect. Staff praise pupils for their positive actions, leading to happy and safe classrooms. This begins in the early years, where children settle in quickly. Adults know pupils and their individual needs. The strong relationships between pupils and adults underpin these high behaviour standards.

The school is very ambitious for its pupils. The expectations for both academic achievement and character development are high. Pupils rise to this challenge including those with special educational needs and/or disabilities (SEND). Over their time at the school, pupils become strong readers with literacy skills beyond what is typical for their age. They achieve an exceptional standard as demonstrated in published results.

Pupils enjoy the vast range of activities on offer, including coding, football, choir, drama and boxing. Alongside other wider curriculum opportunities, these develop pupils' character and moral understanding. For example, pupils fundraise for local causes as part of the 'together' ethos of the school. As a result, pupils leave to attend secondary school as mature and independent personalities.

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

Much thought has gone into the curriculum design from the early years to Year 6. The school has been deliberate in weaving pupils' interests into its reading texts as well as themes important to their learning. The books chosen for each class help pupils learn about other parts of the curriculum. For example, pupils in Year 4 read historical fiction about Pompeii, which expands their understanding of this period in time. Reading books are also linked to the morals and character traits that the school teaches in each year group.

Teachers and staff are highly trained in their subjects and the way they teach pupils. Pupils read with fluency and have excellent comprehension skills. The high standards leaders have mean that pupils receive prompt support if they fall behind. This is reflected in the results that pupils achieve in external assessments, which are exceptional. In the early years, pupils secure the initial phonics sounds, preparing them to read and write from this young age. This impacts their confidence as they progress through the school. By the time they reach Year 5, pupils write in an extended and detailed way.

Pupils have a strong and secure recall of what they are taught. For example, in science pupils learn the theory behind key conceptual ideas, such as different materials' properties. They are confident in explaining how natural materials like granite are manipulated for use in the home. This extends to pupils with SEND, who are supported well by staff to ensure they access the same curriculum as their peers. The systems for knowing the needs of pupils and ensuring they get the right support work effectively. As a result, the achievement of pupils with SEND is notable.

A distinctive feature of the school is its strength in character development. From the early years, children are taught to be polite and caring towards each other. Over time, they develop confidence and responsibility towards their own learning. Pupils in all years have positive and mature attitudes, which lead to them learning and achieving well. This means that they are well behaved in classrooms and move around the school with consideration for others. Pupil leaders work with the school council and as house captains, which provides experience of having an impact on the school community. This builds on the culture of self-reliance and personal responsibility that pupils exhibit.

The way pupils get along has been successfully nurtured by leaders. Pupils learn to respect others and understand the community that they live within. This is realised through a clear understanding of British values taught through the personal, social and health education (PSHE) curriculum. For example, pupils are respectful as they learn about cultural celebrations, such as Diwali. They ask thoughtful questions to better understand people's faiths and backgrounds.

Leaders, including governors, give fair consideration for staff's well-being and workload and work to minimise disruption caused by staffing changes. The quality of professional development is of a particularly high standard. The school ensures that staff are consistent in following policies on how to meet pupils' needs. This leads to sustained high-quality provision for pupils, including those who are disadvantaged. Attendance is a priority and external support is sought, when needed, to work with families so that pupils attend school regularly.

## **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

<b>Unique reference number</b>	101026
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10327633
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	430
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Dylan Bourguignon
<b>Headteacher</b>	Sarah Jones
<b>Website</b>	<a href="http://www.sheringdale.org">www.sheringdale.org</a>
<b>Date of previous inspection</b>	February 2014, under section 5 of the Education Act 2005

## Information about this school

- The school uses one registered alternative provision.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection 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.
- The inspectors met with the headteacher, senior staff as well as members of the governing body. The inspectors also spoke to a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and music. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of work.
- To evaluate the effectiveness of safeguarding, the 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 considered the views of parents, pupils, and staff, including through responses to Ofsted's online surveys.

### **Inspection team**

Karim Ismail, lead inspector

His Majesty's Inspector

Robin Boshier

Ofsted Inspector

Paul Robinson

Ofsted Inspector

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