

# Sheringdale Primary School

Standen Road, Southfields, London, SW18 5TR

## Inspection dates

6–7 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Outstanding teaching ensures that pupils make rapid progress and achieve exceptionally well whatever their starting points.
- Standards at the end of Year 6 are significantly above average in reading, writing and mathematics.
- Leaders and managers have ensured that teaching and pupils' achievement are outstanding across the school. Opportunities are created to share exemplary practice and teachers feel very well supported in developing their classroom skills.
- The school is constantly evaluating its performance and making any changes necessary in the drive for even higher outcomes. Pupils' well-being is at the heart of all decisions made.
- Teachers give pupils exceptionally high quality feedback on how well they are working and encourage them to reflect on what they need to do next.
- The school has successfully met the recommendations from the previous inspection with notable impact on outcomes for individual and groups of pupils.
- Pupils' exemplary attitudes to learning contribute significantly to the exceptional progress they make in lessons.
- Teachers encourage pupils to be resilient and to persevere and so pupils have a remarkable determination to do well and take great pride in their accomplishments.
- The headteacher is well supported by leaders and managers at all levels and a committed and highly effective governing body. It is this seamless teamwork that is key to improving the quality of teaching and pupils' achievement.
- Pupils are happy and feel safe. They say they love coming to school. Parents and carers agree and the high attendance figures clearly show this to be true.
- The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. Pupils are extremely mature and thoughtful in their outlook.
- Pupils are confident and have extremely good social skills which, along with their excellent academic achievements, means they are exceptionally well prepared for secondary school.

## Information about this inspection

- Inspectors observed 18 lessons or parts of lessons across a range of subjects. Three of these were observed jointly with senior leaders.
- The inspection team attended an assembly, listened to pupils read and held meetings with staff, parents and carers, pupils and representatives from the governing body and the local authority.
- Inspectors looked closely at pupils' work in lessons as well as work they had completed over time in their books.
- The results of the 102 responses to the online Parent View survey were taken into account, along with the views of a range of parents and carers gathered during the inspection. The views expressed in the 17 staff questionnaires submitted were also considered.
- A range of documents was scrutinised, including those relating to safeguarding, child protection and behaviour, minutes of governing body and the parents' focus group meetings, the school's evaluation of its own effectiveness, development plans, information about pupils' academic achievements across a range of subjects, checks made on the quality of teaching and figures relating to attendance.

## Inspection team

Jeanie Jovanova, Lead inspector

Additional Inspector

Marion Hunter

Additional Inspector

Michael Elson

Additional Inspector

## Full report

### Information about this school

- This school is a slightly larger than average-sized primary school.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is less than half the national average. The proportion supported through school action plus or with a statement of special educational needs is also lower than nationally.
- A far smaller proportion of pupils are eligible for the pupil premium (additional funding for pupils in local authority care, those known to be eligible for free school meals and children from service families) than is the case nationally. It is common for there to be only one or two per class. The school does not currently have any pupils who are looked after by the local authority on roll.
- The school's proportion of pupils from ethnic minority backgrounds is more than double the national average. Twelve different groups are represented in varying numbers, mirroring the diverse community in which the school is set.
- Nearly half the pupils in the school speak English as an additional language, a few of whom are at the early stages of learning English.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The current headteacher joined the school in the summer term of 2011. There have been a number of appointments to senior posts more recently.

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

- Share more widely the school's highly effective cycle of evaluation, training and monitoring as a key tool for improving the quality of teaching so as to contribute to local and national school improvement.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Pupils make exceptional progress in reading, writing and mathematics to leave with standards that are significantly above average at the end of Key Stage 2.
- Children join the Early Years Foundation Stage with skills that vary but are broadly typical of those expected for their age. Resources, including both the inside and outside space, are well used to provide a stimulating environment that fires children's imagination and helps them develop skills across many areas of learning. As a result, a higher proportion reach the standards expected at the end of Reception than is the case nationally.
- Pupils enjoy reading and talk about the range of different opportunities they have to use books for research and pleasure across the school. High-quality texts and a focus on creating calm, comfortable and inviting areas to read in ensure pupils develop a love of and confidence in reading. These positive attitudes to reading are underpinned by sound phonics skills (letter patterns and the sounds they represent). More pupils than is the case nationally reach the expected level in the phonics screening check in Year 1.
- As outstanding teaching becomes the norm across the school, standards in reading, writing and mathematics at the end of Year 2 have risen and are higher than they were at the time of the previous inspection.
- Pupils of all abilities across all year groups make outstanding progress, not only in the core areas of reading, writing and mathematics but in many other subjects too. This exceptional progress was evident in the lessons observed during the course of the inspection and in work seen in books, both from the current academic year and the previous one.
- More-able pupils are presented with work that challenges them to achieve well. A far greater proportion of the most able reach the higher Level 5 in reading, writing and mathematics than is the case nationally.
- Disabled pupils and those with special educational needs make similar progress to other groups in school because their achievement is checked regularly and teachers and specialist staff liaise closely to provide the most appropriate support.
- The progress of pupils for whom the school receives the pupil premium is equal to, or better than, that of other groups in school. The numbers are too small to compare their attainment in national tests with others. The school is narrowing gaps in attainment for those pupils because it spends the designated funding judiciously. The deployment of the most highly qualified, experienced staff ensures that teaching in targeted small groups is of the very highest quality.
- Pupils who speak English as an additional language make similar progress to their peers because staff take every opportunity to explain and develop pupils' vocabulary. For example, in a Year 2 writing lesson, the teaching assistant skilfully questioned pupils about the meaning of the word 'slithered'. By the end of the discussion, pupils were confidently and correctly using that and similar words in their own writing.
- The school's unswerving commitment to providing equal opportunities and tackling discrimination is clearly seen in the way it ensures all groups achieve equally well. Its motto, 'No child left behind', sums up this approach.

### The quality of teaching

### is outstanding

- Teachers plan lessons that bring learning alive and teaching assistants support them well in providing exciting, engaging experiences. For example, in a Year 5 writing lesson, the teaching assistant acted out a scene in character which enthralled pupils. Having seen her burst into the room, pupils were keen to find just the right words to describe what it was like and how they felt about it. The standard of work produced was consequently exceptionally high.
- Teachers think very carefully about how new learning builds on what pupils already know and explain these connections during lessons. As a result, pupils are always very clear about what

they are learning and how much progress they have made.

- Incisive comments about what pupils need to do to improve, which often involve a question or challenge, help pupils to make exemplary progress. Pupils have dedicated time to respond to these comments and their answers help teachers pinpoint exactly what they need to be taught next to continue to make rapid progress.
- 'Feedback Friday' offers pupils the chance to evaluate their learning that week and identify what they would like to focus on to improve their work further in the coming week. Pupils are now adept at this and the comments they make are remarkably astute.
- Teachers keep a close eye on the progress of the more able in lessons and often provide further challenge. For example, in a Year 1 lesson, a group who had quickly, correctly and systematically found all the number combinations on two dice to make eight were very excited to have to find combinations of three numbers. They had in-depth discussions as to whether there would be the same number of combinations, more or less, which really developed their thinking.
- In the Early Years Foundation Stage, teachers plan activities carefully so they fire children's imagination and interest. This rich environment ensures that children sustain concentration for long periods of times. This, in turn, leads to children making rapid progress in a range of skills.
- The teaching of reading and writing are carefully intertwined. Teachers use books as a platform for work across a range of subjects so that concepts are deepened and learning has meaning. For example, Year 5 use a tale set in Africa to support study in geography, science, art and music. They write at length throughout the topic, including leaflets, letters and reports. In this way, pupils' general knowledge, cultural understanding, appreciation of the arts and writing prowess are developed.

### **The behaviour and safety of pupils** are outstanding

- The behaviour of pupils is outstanding. Pupils behave exceptionally well in class, in the playground, in the lunch hall and around the school. They follow routines and instructions well which helps the school run smoothly. For example, it means lessons start promptly.
- Pupils show exemplary attitudes to learning. They are encouraged to want to learn and to develop characteristics that will help them be successful at it. They show perseverance and resilience and talk about never giving up, no matter how hard something may at first seem.
- The school fosters exceptionally good relations. Pupils and adults are courteous and respectful and treat each other and the school environment well. Parents and carers report that their children love coming to school, which is reflected in the above average attendance figures.
- Pupils take great pride in what they do. Handwriting and presentation in books are of a very high standard and classrooms are neat and tidy.
- The school's work to keep pupils safe and secure is outstanding.
- Pupils are adamant that there is no bullying. One pupil commented, 'We are a very friendly community, so there's no place for bullying here.' Pupils can make such statements because they are very clear what constitutes bullying.
- Pupils say they feel safe and know how to keep themselves safe. There are opportunities to learn how to cycle on the road safely, how to avoid spreading germs and how to use electrical appliances carefully. Pupils are very clear about the dangers of the internet.
- Parents and carers are positive about behaviour and safety. The school has a very active consultative group that exerts influence over a range of matters including supporting changes to car parking arrangements which the group felt would enhance pupils' safety.
- Pupils who have particular behavioural needs are helped to learn how to manage their behaviour better. There have been no exclusions since the current headteacher took over.

### **The leadership and management** are outstanding

- Leaders and managers, including the governing body, are committed to excellence for the

school, its pupils and the wider community. The headteacher has built a highly effective team of senior and middle leaders who all play a key role in driving improvements in teaching and learning.

- Leaders' evaluation of the school's strengths is meticulous and accurate. This enables them to produce highly effective plans which are regularly reviewed to keep the school moving forward.
- A comprehensive programme to check and improve the quality of teachers' performance is well established. Leaders identify areas for improvement by talking to teachers and looking at educational research and practice in other successful schools. They then source the best training they can find. Finally, they work with teachers to ensure the new strategies learnt infuse their classroom practice and continue to refer to these in a constant cycle of improvement.
- Outstanding practice is so well embedded, particularly in checking and improving the quality of teaching, that the school is well placed to share these processes in order to contribute to school improvement locally and nationally.
- Pupils' spiritual, moral, social and cultural development is promoted exceptionally well. When teachers plan new topics, they make sure to include trips and visits in order to bring the topic alive. For example, during a history topic, a specialist group came into school and ran an event where pupils were immersed in the world of the ancient Greeks for a day which really deepened their understanding.
- There is a strong emphasis on ensuring pupils become thoughtful, confident individuals who know their own minds and are positive, resilient problem-solvers. Pupils develop a deep understanding of right and wrong and a genuine empathy for others.
- The curriculum is vibrant and exciting and improvements made since the previous inspection offer pupils purposeful opportunities for writing at length. For example, pupils in Year 4 have written compelling accounts of what it must have been like during the Blitz while studying the Second World War in history. In Year 2, geography and science studies of polar landscapes and wildlife lent themselves to a range of writing, including very atmospheric descriptions.
- Physical well-being is taken very seriously at this school. The new sports funding is being well used to further increase this focus. Teachers are already seeing a difference in their performance as a result of training by specialist sports coaches, with an ensuing effect on pupils' achievement. Pupils and parents and carers are very complimentary about the newly appointed play leaders because they ensure pupils are more active at lunchtimes.
- The local authority rightly judges the school to be outstanding. Support is offered judiciously, for example ensuring the headteacher settled into the role well when he was first appointed.
- **The governance of the school:**
  - Governors offer senior leaders support and challenge in equal measure. They are fully aware of how the school's performance compares to that of other schools both locally and nationally. They are highly adept at analysing information and asking key questions to ensure outcomes continue to rise. For example, they questioned the headteacher about the cost of training he was proposing to provide for staff. Governors consequently kept a close eye on the impact of the training. They can see that it was worthwhile expenditure as it has been instrumental in driving up the quality of teaching so that it is now outstanding. Governors are well briefed about the performance of individual teachers. They know that teachers must meet ambitious targets to progress through the pay scales and are clear when staff do not progress, why and, more importantly, what is being done to ensure improved performance leads to success on the next attempt. Governors follow the spending of specific funding very carefully. They know, for example, that specialist support provided by the pupil premium results in accelerated progress and that the sports funding is improving teachers' practice. Governors are well matched to roles that play to their strengths. This is enhanced by a comprehensive training programme that covers statutory requirements as well as individual development needs. Governors ensure that safeguarding requirements are met and all necessary checks and training are kept up to date.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	101026
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	431313

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

<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 of pupils on the school roll</b>	288
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Turner
<b>Headteacher</b>	Kevin Hogston
<b>Date of previous school inspection</b>	26 February 2009
<b>Telephone number</b>	020 8874 7340
<b>Fax number</b>	020 8877 0155
<b>Email address</b>	info@sheringdale.wandsworth.sch.uk



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