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**CHALLENGE PARTNERS: Quality Assurance Review Written Report**

<b>Name of School:</b>	<b>Sherington Primary School</b>
<b>School Address:</b>	Wyndcliff Road, Charlton, London, SE7 7JP
<b>Hub School:</b>	Inspire

<b>Telephone Number:</b>	0208 858 5497
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<b>Unique Reference Number:</b>	100141
<b>Local Authority:</b>	Greenwich
<b>Type of School:</b>	Primary
<b>School Category:</b>	Community
<b>Age range of pupils:</b>	3-11
<b>Number on roll:</b>	499
<b>Head teacher/Principal:</b>	Karen Dennett

<b>Date of last Ofsted inspection:</b>	12-13 October 2011
<b>Grade at last Ofsted inspection:</b>	Outstanding

<b>Date of Quality Assurance Review:</b>	30 Nov - 2 December 2016
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## **QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES<sup>1</sup>**

<b>School Improvement Strategies:</b>	Outstanding
<b>Outcomes for Pupils are:</b>	Outstanding
<b>Quality of Teaching, Learning and Assessment:</b>	Outstanding
<b>Area of Excellence:</b>	Confirmed and valid for 3 years
<b>Music</b>	

### **Overall Review Evaluation**

The Quality Assurance Review found indicators that Sherington Primary School appears to be firmly within the Outstanding grade as judged by Ofsted in the school's previous Ofsted report.

1. Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

## Information about the school

- Sherington is a larger than average, ethnically and economically diverse, two form entry primary school with a nursery and children's centre.
- Some families experience high levels of social and economic disadvantage. With the deprivation indicator decreasing year on year, it is currently in line with the national average.
- The percentage of pupils from minority ethnic groups is high in comparison to national averages and the percentage of pupils for whom English is an Additional Language (EAL) is just above average. There are 27 different home languages spoken in the school.
- The percentage of pupils with special educational needs and/or disabilities (SEND) in need of support is above the national average. In addition, the percentage of pupils on an Education Health Care plan is just above the national average.
- During the academic year 2015/16, there were considerable staff changes including to the Senior Leadership Team (SLT). Strategic planning of recruitment has ensured a smooth transition of staff into key positions. The robust systems and monitoring in place have continued to ensure the same high expectations of teaching, learning and assessment.

## School Improvement Strategies

### What Went Well

- A number of teachers are new to the school or to middle leadership positions following key staff moving on to other positions. However, the passionate senior leaders have worked relentlessly to create a strong, shared vision where all staff and pupils 'Aspire, Believe, Create and Achieve'.
- Rigorous performance management and monitoring systems are in place to ensure that teachers meet the school's high expectations. This rigour is to ensure that all teaching in the school is good or outstanding and that all pupils make rapid and sustained progress across all subjects and across all key stages. Plans are in place to sustain the rapid 'catch up' of both new staff and new leaders which will have a positive impact on school improvement in the long term.
- The needs of the children are paramount and at the heart of every decision that is made. For example, the decision made by the senior leadership team in terms of the strategic deployment of staff has had a significant impact on outcomes, practice and the environment.
- The investment in specialist teachers in many areas of the curriculum has raised levels of achievement beyond age related expectations.
- The school continues to develop inspirational teaching spaces; for example, a purpose built computing suite with cutting edge technology; a recording studio; a highly resourced and dedicated music room; and, this year, the building of an art and design technology studio. An exceptional teaching environment has been created for the Early Years Foundation Stage (EYFS) pupils in which not a moment of learning time is lost.

- The on-going partnership with INSPIRE, where staff have the opportunity to lead and/ or benefit from the Continuous Professional Development (CPD) opportunities on offer, has contributed greatly to developing their skills and knowledge. Peer observations, lesson studies and the coaching and mentoring provided by the senior leadership team have been instrumental in developing and improving the practice of teachers and middle leaders in the school.
- The introduction of the new curriculum and 'life without levels' has given the school the opportunity to focus on what they believe is really important for the children to learn and how they can enable them to have the skills, knowledge and desire that they need to be independent and life long learners.
- Well-thought out interventions have been introduced for pupils not making expected progress in literacy and numeracy and are bringing about rapid improvements. This includes the 'Wrap Around Centre' for those children with more complex needs.
- The work of the Inclusion Manager, the pupil well-being team and the involvement of multi-disciplinary agencies alongside teachers have resulted in a calm, purposeful learning environment where all pupils display positive attitudes towards learning.

### **Even Better If...**

...the school self-evaluation document highlighted the WWW and EBIs in order to demonstrate explicitly the school's strengths and areas for development.

...leaders continued to use the highly effective method of sharing good and outstanding practice that Sherington exemplifies.

### **Pupil Outcomes**

- The school constantly achieves above floor standards in all key stages and there is a clear pattern of improving outcomes overtime. In reading and mathematics, the school was well above national expectations both at the new challenging expected and greater depth markers. Although still above national figures in writing, the school has identified this as a target for further development.
- The current Year 6 cohort has a high level and diverse range of needs. A senior leader is coaching and supporting with planning and delivery to ensure that every child reaches his/her full potential.
- Many children enter nursery with below age related expectations, particularly in communication, language and literacy. Children with speech and language difficulties are quickly identified and supported, including a high percentage of pupils with EAL. The highly developed systems for transition, with now 80% of children moving up from Sherington Nursery into Reception has resulted in 76% of children entering Reception with an above typical level of engagement.
- The school uses EEXBA to record and analyse on entry data. This shows that on average 50% of the pupils enter Reception below or well below age related expectations in the key areas of mathematics and communication, language and

literacy. Outstanding, tailored provision enables children to make accelerated progress with above national results in a good level of development (GLD).

- 'Learning Ladders' are used highly effectively across the school in reading, writing and mathematics. The 'Learning Ladders' track progress and provide teachers with a critical gaps analysis. Children are involved in evaluating their learning against their own personalised learning journeys which are shared with parents.
- Provision maps are in place across the school to highlight disadvantaged children in order to diminish the difference between their attainment and that of other children within the school. Additional progress review meetings are held half-termly for disadvantaged pupils in order to continue to plan and match provision effectively.
- The inspection dashboard identified attendance for SEND and disadvantaged pupils as an area of weakness in 2016. These figures refer to children who appear in multiple vulnerable groups. The fast track system continues to be implemented and monitored by the new Inclusion Manager.
- The school has developed an ethos of children 'owning their own learning' which includes pupils presenting their own learning to parents in the spring term. This is favourably received by both parents and pupils; the latter reflect on their presentations.

## **Quality of teaching, learning and assessment**

### **What Went Well**

- High expectations from all staff result in positive learning attitudes in classrooms and around the school. Children were polite and keen to discuss their learning with the review team.
- The strategic deployment of teaching assistants is highly effective. Their skills have been matched to the needs of the pupils, resulting in a rapid response to learning gaps.
- Relationships are warm and positive in all classrooms and school values are well-established. All adults encourage children to tackle things they find difficult; a student council member told the team that teachers 'were always ready to help them individually and they did this discreetly'.
- Displays around the school and in classrooms are of a very high quality and celebrate the diverse and creative curriculum at Sherington.
- The children use 'Working Walls' as a tool for learning and this was observed particularly in mathematics lessons during the review. 'Learning Ladders' are also displayed in the classrooms and teacher and children refer to these to guide them in their learning.
- The creative design of the wider curriculum leads to engaged and purposeful learning. All pupils are motivated and enthused to attain at a very high standard.
- Timely interventions within lessons show good assessment for learning being used and this was evident in every session observed, including assemblies.

- The confidence shown by the children in the 'Wrap Around Centre' is due to the bespoke provision which is tailored to their individual needs by the talented learning mentor.
- Children throughout the school are able to reflect enthusiastically about their learning. They reflect on their achievements and have a clear idea of their next steps.
- High expectations in subject specific vocabulary are modelled by staff across the curriculum and used by children with confidence.
- Sherington is the hub of the community it serves and has developed a bespoke curriculum, drawing on local history and real life experiences. This curriculum provides children with meaningful learning opportunities.

### **Even Better If...**

...all teachers used skilful questioning to provide appropriately demanding challenge in order to develop resilience and promote curiosity.

## **Quality of Area of Excellence**

### **Music**

#### **Why has this area been identified as a strength?**

The area of music has been identified as an Area of Excellence at Sherington Primary School because of the positive impact it has on children and on the life of the school. Expertise in the area of music has been seen as a priority by senior Leaders. The music curriculum is exciting and bespoke and has been developed, coordinated and delivered by a passionate and enthusiastic full-time music specialist teacher. The specialist teacher teaches music to every class in school, assesses every child in music in school and conducts 'Singing Assemblies' for both Key Stage 1 and Key Stage 2.

#### **What actions has the school taken to establish expertise in this area?**

All children learn to play a range of instruments in Year 3 and then have the opportunity to focus on an instrument in Years 4, 5 and 6. They choose from guitars, keyboards, percussion, saxophone or brass. Highly-skilled peripatetic teachers work with small groups of children or individuals. The children access ensembles and bands to practise further and perform. The school also runs three choirs which are auditioned and selected through skill and performance. All children perform regularly in music, and their practised, polished performances are celebrations which involve the whole school community. Children at Sherington have recently performed at prestigious venues, including the Royal Festival Hall.

#### **What evidence is there of the impact on pupils' outcomes?**

Children at Sherington have an excellent musical grounding and display a high level of musical knowledge. A high percentage of children leave Sherington with outcomes beyond the end of year expectations. Furthermore, music has had an impact on pupils' outcomes that is wider than the progression of musical skills and understanding. Music has developed children's concentration, levels of pride and sense of achievement, raising their confidence and self-esteem. This has then carried across to other areas of the curriculum, including

English and mathematics. Recently, the forming of a School Community Choir made a valuable link for interested local people to get involved. In addition, Sherington is beginning to reach out to other schools in the area to support music teachers and their implementation of a music curriculum.

**What additional support would the school like from the Challenge Partners network, either locally or nationally?**

Following discussion with the headteacher, the school would like to reflect further about what support they might like.

**This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.**