

# Foresters Primary School

## Inspection report

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<b>Unique Reference Number</b>	102986
<b>Local Authority</b>	Sutton
<b>Inspection number</b>	355294
<b>Inspection dates</b>	3–4 February 2011
<b>Reporting inspector</b>	Wendy Forbes

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>	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>	238
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gary Kirkwood
<b>Headteacher</b>	Havard Spring
<b>Date of previous school inspection</b>	6 December 2007
<b>School address</b>	Redford Avenue Surrey Surrey SM6 9DP
<b>Telephone number</b>	020 8669 6910
<b>Fax number</b>	020 8647 9272
<b>Email address</b>	forestersprimary@suttonlea.org

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## Introduction

This inspection was carried out by three additional inspectors. Sixteen lessons were observed, taught by twelve teachers. Inspectors visited all classrooms on a learning walk to sample displays, behaviour and resources and held meetings with the Chair of the Governing Body, staff and a group of pupils. Inspectors examined pupils' work and school documents, including improvement plans, curriculum documents, safety records and assessment information. They analysed 48 questionnaires returned by parents and carers, together with those returned by 86 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress all pupils make in English and mathematics, especially those who have special educational needs and/or disabilities.
- The achievement of pupils, particularly that of more able pupils, to ascertain whether teaching and the curriculum are challenging enough.
- The impact of assessment and pupil tracking systems in raising achievement.
- The effectiveness of leaders and managers in driving school improvement since the previous inspection.
- The impact of intervention, strategies and programmes in breaking down major difficulties to learning.

## Information about the school

This is an average-sized primary school with a part-time Nursery class. The provision of an on-site unit, called an opportunity base, with four mixed-age group classes, for pupils on the autistic spectrum, means that there is a significantly higher proportion of pupils with special educational needs and/or disabilities than found in most schools. It includes 45 pupils with a statement of special educational needs. The majority of pupils are of White British heritage, with the rest representing a wide range of other ethnic groups, the next largest, at approximately 8%, being Black or Black British-African. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils who arrive and leave the school during the academic year is significantly higher than in most other schools. The school has enhanced facilities since the last inspection and now benefits from an extended Early Years Foundation Stage unit and a specialist sports pavilion. The school has achieved a number of awards, including National Healthy Schools Status and Activemark. Senior leaders and managers are covering the deputy headteacher's responsibilities during her temporary absence for this academic year.

**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?**

**3**

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

**2**

## Main findings

This satisfactory school is rapidly improving under the very effective leadership of the headteacher, good governance and committed leaders and managers, many of whom are new to their role or additional responsibilities. The school's now good capacity to improve has manifested itself in a number of improvements since the last inspection. As a result of more rigorous tracking systems and an improved curriculum, the most notable impact is seen in the improvement in the previously low attainment which is now average in English and mathematics, although lower in writing.

Pupils have positive attitudes about school, behave well and say they feel safe. The majority of parents and carers who responded to the inspection questionnaire are supportive and agree their children enjoy school. They particularly value the good, improved pastoral care, guidance and support, which are helping break down the difficulties to learning that many pupils experience. As one parent said, 'Nothing is ever too much trouble in this school...my child really loves coming to school.'

Good provision, especially in teaching, helps pupils make good progress in their learning throughout the Early Years Foundation Stage. However, the rate of progress throughout the rest of the school varies. This is because of the impact of the high number of pupils who enter or leave the school between Year 1 and Year 6, and the inconsistencies in the quality of teaching. In a few lessons, pupils spend too much time listening, with limited opportunities to work with each other or on their own. Activities are not always closely matched to the capabilities of different pupils, particularly the most able. Moreover, in a few classes, the time at the end of lessons is not always used effectively to assess how well pupils have done, what they have learned or help pupils understand how they can improve. The use of targets, mainly for older pupils, is, however, going some way to addressing this issue. All this means that pupils make satisfactory progress in English and mathematics and leave Year 6 with literacy and numeracy skills as expected for their age. However, because of the consistently good, and sometimes outstanding, teaching and carefully targeted support, pupils in the opportunity base make relatively better progress than their peers.

The roles and impact of leaders and managers has strengthened since the last inspection. Subject leaders now take a more active role in the monitoring of improvements. Self-evaluation is generally accurate and effective in providing a clear analysis of areas for improvement; as a result, leaders set appropriately challenging targets. Information about progress towards targets is used well to monitor the school's performance, so that everyone is clear about what the school needs to do to improve further. Senior staff have a clear drive and ambition to improve attainment and progress still further.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise pupils' attainment in English, particularly writing and mathematics throughout the school this coming academic year by:
  - accelerating the rate of progress that pupils, especially the most able, make in English, especially writing, and mathematics from satisfactory to good by making sure that at the end of each lesson, pupils have a clear idea of what they have learnt, whether they have fulfilled their personal objectives and what they need to do to improve further.
- Improve the quality of teaching so that a higher proportion is consistently good or better by:
  - making sure that there is a sharper match between the work set and the different abilities of pupils, especially the most able
  - giving pupils more responsibility for their own learning.

## Outcomes for individuals and groups of pupils

**3**

Pupils join the school with skills often well below national expectations in speech and language, and calculation. The youngest pupils make good progress in most areas of their learning, and in their ability to be part of a group. They listen well, taking good advantage of the many practical activities. The work seen by inspectors in lessons in Year 1 to Year 6 confirms the overall picture of satisfactory and improving progress, especially in reading, with most pupils working at levels expected for their age. The quality of learning in all lessons is at least satisfactory and occasionally better. For instance in a good Year 6 literacy lesson, where pupils made rapid progress in developing their writing skills as the result of good teaching, planning and support. They worked enthusiastically, developing and editing their written accounts. Careful modelling of writing by the teacher and well-planned resources to support independent writing helped most pupils, including those with special educational needs and/or disabilities, to make good progress. Pupils' progress is checked systematically and speedy interventions put in place for those in danger of falling behind.

Most pupils enjoy school and relationships are generally happy and harmonious and support the purposeful atmosphere. Pupils enjoy the many opportunities to participate in school life and the local community. They spoke enthusiastically about the school's involvement in the Royal Horticultural Society's Eco-project, developing the school's gardening areas. Members of the newly formed school council take their roles seriously, producing their own plans of what they would like to see improved. Pupils are clear about how to stay safe and have a good understanding of the importance of a healthy lifestyle. The importance the school places on these areas is reflected in its success in achieving National Healthy School Status. This, together with secure and improving standards in key skills in English and mathematics and pupils' positive attitudes to learning, means they are soundly prepared for the next stages of their lives.

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*These are the grades for pupils' outcomes*

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

<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

## How effective is the provision?

In the most effective lessons seen during the inspection, pupils benefited from teachers who have high expectations for pupils and secure subject knowledge. They planned appropriately challenging activities and explained tasks clearly. In these lessons, pupils make good progress. However, weaknesses in teaching and the use of assessment to support learning inhibit pupils' progress in a few lessons. Behaviour is generally good. However, there were a few moments seen when pupils could be 'off task' in lessons as a result of a lack of challenge in their activities. Assessment information is not consistently used well enough in lessons to plan activities to meet pupils' different needs effectively. Not all pupils fully understand how well they are doing or how to improve their work. As a result, pupils, particularly the most able, are sometimes given activities that are not challenging and their learning is restricted.

The good curriculum is enriched by a good range of extra-curricular activities and specialist teaching in French, music and sport. The keen focus provided for sport is reflected in the school's success in being awarded the Activemark award. Visits and visitors make a strong contribution that motivates pupils to learn. Pupils, parents and carers spoke enthusiastically about the good range of facilities and resources such as the sensory room, drama therapy, swimming and occasional horse-riding, which help strengthen pupils' personal development and well-being. Imaginative curriculum topics are linked to real-world situations. For example, a whole-school topic based on the football

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World Cup stimulated pupils' interest in countries and cultures around the world. A special World Cup assembly provided a platform for pupils to share this knowledge and develop their speaking and listening skills. The newly strengthened curriculum is beginning to secure improvements in pupils' learning and progress, particularly in reading; however, many changes are too recent to have yet fully impacted on attainment.

Parents and carers frequently comment on the good welfare, care and nurturing provided by the school. They appreciate the comprehensive range of early intervention programmes and special arrangements made to support pupils, especially those who experience major barriers to learning. Staff work closely with parents and carers and a wide range of outside agencies and partnerships to provide just the right level of support for families as well as pupils to help them in their learning. Effective induction and transition arrangements ensure that the many pupils who arrive at the beginning of the year, or part-way through, are made to feel welcome. The school monitors attendance and punctuality rigorously and, although attendance is average, initiatives such as first-day call and texting, and rewards for regular attendance are helping to improve pupils' attendance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Since the last inspection, the drive and determination of the headteacher have brought about a climate of improvement where everyone is ambitious to make the school even better. The embedding of structured assessment systems to track and target pupils at risk of underachievement and the setting of challenging targets has been effective in raising attainment in English and mathematics. However, this has not yet ensured that standards are high enough, particularly in writing or mathematics, or that all pupils, particularly the most able, reach their full potential. There is an understanding by leaders that good teaching is at the heart of good progress. The involvement of subject leaders in the monitoring of progress and classroom practice has already gone some way to improving the quality of teaching and use of assessment. However, a number of subject leaders are new to their role or in the early stages of developing their area of responsibility. Many are managing additional responsibilities during the temporary absence of the deputy headteacher. As a result, the impact of their leadership has yet to be fully realised. Nonetheless, there is no hint of complacency and there is a determination to sustain and build upon recent gains. In this way, the school promotes equality of opportunity for all pupils and makes sure there is no discrimination.

Members of the governing body work hard and are very supportive of the school's work. They take their monitoring roles seriously and provide constructive feedback following

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visits to the school. They challenge the school and are aware of areas of relative underperformance. This constant drive and ambition throughout the school and the already improving attainment indicate that the school has a good capacity for further improvement. The school has developed satisfactory provision for global and cultural development within its community cohesion policy, and links with the local communities are well developed. The development of pupils' understanding of schools and communities in Britain and abroad has made a good start. Measures for safeguarding pupils are good and all statutory requirements relating to child protection are well met.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	3
<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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

As a result of good provision and support, pupils settle happily into the daily routines of school life. This well-led provision and a positive partnership with parents and carers ensure that children's needs are quickly identified and appropriate support is provided to help children make good progress towards achieving their potential. Because of the welcoming and purposeful learning environment and good support, children are happy learners. Children could be seen learning whilst they played in a wealth of fun activities designed to develop independence, speech and language, and number skills, providing opportunities to investigate and explore the world around them. A tray full of hay hiding a range of farmyard animals provided opportunities for children to talk about the number, shape and size of animals. Children could be seen having fun in the role play 'Vet's Surgery' corner, signing in pets to be treated by the local vet. A pet rabbit brought to school for the day generated much excitement as well as language about how to look after a pet and keep it fit and healthy. However, the free-flow of these activities between the indoor and outside areas does not always provide children with sufficient opportunities to initiate their own learning as part of their regular routine to promote independence.



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Day-to-day assessment of children's achievements is effective, with planning adapted to meet their needs as a result of effective tracking and monitoring of progress. Teaching is good, especially with regard to letters, sounds and numbers. Because of this good teaching and curriculum and well-led provision, by the time children enter Year 1, they have made good progress in their learning, with the exception of writing and calculating, which remain comparative weaknesses because of children's low starting points in these areas.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Most parents and carers who returned questionnaires, or who spoke to inspectors, held positive views about the school. A very large majority were happy with their children's experiences and many commented favourably about how safe they felt their children were. Many wrote positively about the school, especially the special educational needs 'opportunity base', and its work. 'Classes within the opportunity base support my child's autism and social/emotional needs brilliantly' and 'my child really enjoys coming to school.... there is great team work' being typical examples. However, a small minority of parents and carers expressed concerns that their child did not make enough progress at school. A few felt that the school did not always deal effectively with behaviour. Inspectors judge that pupils need to make more progress in their learning, especially in writing and mathematics. They judged pupils' behaviour to be generally good but noted there were moments when pupils could be 'off task' in lessons as a result of a lack of challenge in their activities. A very small number of parents and carers expressed individual concerns about aspects of the school, but there was no pattern or trend. Inspectors found no evidence to substantiate any individual concerns.

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

Ofsted invited all the registered parents and carers of pupils registered at Foresters Primary School 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 238 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	46	23	48	2	4	0	0
The school keeps my child safe	22	46	24	50	2	4	0	0
My school informs me about my child's progress	19	40	22	46	6	13	0	0
My child is making enough progress at this school	20	42	15	31	10	21	2	4
The teaching is good at this school	18	38	24	50	3	6	2	4
The school helps me to support my child's learning	20	42	21	44	6	13	1	2
The school helps my child to have a healthy lifestyle	19	40	26	54	1	2	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)	19	40	20	42	4	8	2	4
The school meets my child's particular needs	20	42	19	40	5	10	2	4
The school deals effectively with unacceptable behaviour	19	40	17	35	8	17	2	4
The school takes account of my suggestions and concerns	18	38	25	52	3	6	1	2
The school is led and managed effectively	17	35	22	46	5	10	2	4
Overall, I am happy with my child's experience at this school	22	46	20	42	4	8	2	4

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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



8 February 2011

Dear Pupils

**Inspection of Foresters Primary School, Wallington SM6 9DP**

Thank you for making us feel so welcome and for the help you gave us when we visited your school recently. We enjoyed meeting you and hearing about the things you like about your school. We would like to thank pupils who came to talk to us, and those who filled in the pupils' questionnaire. We agree with you that you go to a satisfactory school that is continually improving, and it looks after you all well.

These are some of the best things about your school.

- You are happy at school and enjoy learning.
- The youngest pupils and those in the opportunity base make good progress in their learning.
- You make a good contribution to your school and the wider community through the responsibilities you hold, such as the School Council, Eco Warriors and your involvement in fund-raising such as 'Hats for Haiti'.
- You are very successful in your sports activities and tournaments.
- Your headteacher and staff are making sure that your school gets even better and they are helped to do this by the governors.

So that your school gets even better, we have asked the teachers to do these things.

- Ensure that more of you, especially the most able make faster progress in English, especially in writing and mathematics by having more opportunities to share and develop your ideas in lessons.
- Ensure that work is not too easy or too hard but at just the right level of challenge, and make sure that you are able to learn more things on your own.
- Make sure that you benefit from consistently good or better teaching.

Yours sincerely

Wendy Forbes

Lead inspector

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