

# Devonshire Primary School

## Inspection report

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<b>Unique Reference Number</b>	102975
<b>Local Authority</b>	Sutton
<b>Inspection number</b>	376791
<b>Inspection dates</b>	17–18 October 2011
<b>Reporting inspector</b>	Mike Capper

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>	482
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Eley
<b>Headteacher</b>	Martin Kearsey
<b>Date of previous school inspection</b>	3–4 December 2008
<b>School address</b>	Devonshire Avenue Sutton SM2 5JL
<b>Telephone number</b>	020 8643 1174
<b>Fax number</b>	020 8643 5968
<b>Email address</b>	devonshireprimary@suttonlea.org

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## Introduction

This inspection was carried out by four additional inspectors. They observed 23 lessons taught by 18 teachers. Meetings were held with members of the governing body, staff and groups of pupils. Inspectors also spoke to some parents and carers at the start of the school day. They observed the school's work and looked at school documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. They analysed 149 questionnaires from parents and carers, 26 from staff and 104 from pupils in Key Stage 2.

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

- The effectiveness of teaching and additional support at providing the right level of challenge for all, especially Pakistani pupils and those known to be eligible for free school meals.
- The impact of leaders' strategies to improve attendance.
- The quality of support for pupils with special educational needs and/or disabilities and how well they are identified.
- Pupils' responsibility-taking and their knowledge of how to improve their work.

## Information about the school

Most pupils come to this larger-than-average-sized primary school from the local community. The school takes pupils from many different backgrounds and about half the pupils speak English as an additional language. The main languages spoken by those pupils are Urdu, Portuguese and Polish. The proportion of pupils identified as having special educational needs and/or disabilities is broadly average, as is the proportion known to be eligible for free school meals. The school has several awards including Healthy School accreditation and an Activemark. Children in the Early Years Foundation Stage are taught in a Nursery class and in three Reception classes.

The A-Z Club is a before- and after-school club that uses the school's facilities. It is managed by an external provider.

**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?**

**2**

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

**2**

## Main findings

Pupils flourish both socially and academically in this good school. They enjoy school and get on well together. Their good behaviour contributes significantly to the good learning that is seen in most lessons.

Children get off to a good start in the Early Years Foundation Stage and then build on this well in the rest of the school. Pupils' attainment has been rising since the last inspection. It is now above average by the end of Year 6 and is set to rise further in the future as improved attainment lower down the school begins to filter through to older year groups.

There are many contributory factors to pupils' good achievement. They are cared for well and teaching and learning are good. Teachers provide good challenge for different groups of pupils most of the time. They intervene effectively in lessons and thorough additional support outside lessons to ensure that Pakistani pupils as well as those who are known to be eligible for free school meals make the same progress as others. The school's data show that, although those two groups attained less well than others in national tests in 2011, from their starting points, they made the same rate of progress as others. Pupils with special educational needs and/or disabilities are identified quickly and given good support both in and out of lessons. That ensures that they make good progress.

The school's good safeguarding procedures are reflected in how safe pupils feel at school. They enjoy their work and especially like the wide range of clubs and visits. As one commented, 'There are lots of fun things to do!' There has been a good focus on discouraging absence and this has ensured good improvement in rates of attendance over the last three years, so that they are now broadly average.

Pupils are keen to take responsibility and, when given the opportunity to do so, they do it very sensibly. However, there are too few chances for pupils to take the initiative in lessons. The use of target setting and marking is inconsistent across the school. It is best in English, where targets identify next steps in learning clearly in many classes, but it is not yet as strong in mathematics or other subjects. That means that not all pupils are clear about how to improve their work.

There has been good improvement since the last inspection due to the drive and vision of the headteacher, the deputy headteacher and other key staff. Self-evaluation is rigorous and this means that developments are well planned and

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effective. There has been a sharp and largely successful focus on developing teaching, but this has been led largely by the senior leadership team. Subject leaders are very enthusiastic and write detailed action plans that identify the right priorities. However, they get too little opportunity to visit lessons so that they can contribute to the development of teaching and learning. Leaders use performance data sharply to track the progress of different groups. Where the tracking has shown weaknesses, effective steps are taken to tackle them. The school's good capacity to sustain improvement is demonstrated in its success in raising attainment since the previous inspection, improving attendance and in strengthening key areas of provision such as teaching and learning and the curriculum.

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

- Sharpen the role of subject leaders in monitoring lessons so that they can play a bigger part in improving teaching.
- Give pupils more opportunities to take responsibility for their own learning in lessons.
- Ensure that marking and target setting give pupils a clear picture consistently of the next steps in their learning.

**Outcomes for individuals and groups of pupils****2**

Most children are working below the levels expected for their age when they start school in either the Nursery or the Reception classes and, from these starting points, their achievement is good. Pupils' enthusiasm for learning contributes significantly to the good progress that they make in most lessons. In a good numeracy lesson in Year 5, pupils worked hard and cooperated well as they explored different ways to multiply numbers. They learnt quickly because they were expected to explain the strategies they were using so that misconceptions could be rectified quickly. In a good literacy lesson in Year 1, pupils showed good independence as they retold a story and learnt new vocabulary. They were encouraged to explore their own ideas and they improved their writing skills quickly. On the few occasions where progress in lessons is satisfactory, work does not always provide enough challenge for all. For example, in a lesson where pupils were trying to improve their writing by adding adjectives, work was the same for all pupils and did not build well enough on their different starting points.

There are no significant differences between the progress being made by different groups in lessons. Pupils with special educational needs and/or disabilities are supported well by both teachers and teaching assistants, ensuring that they learn quickly. They work hard in small group sessions outside lessons. Pupils who speak English as an additional language improve their skills quickly.

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Pupils behave sensibly. They become good young citizens and make a good contribution to the community, participating enthusiastically in local events and willingly take on responsibility outside lessons. Pupils make good progress in developing numeracy and literacy skills and grow in confidence as they get older. They learn to work well as teams on residential visits and develop financial awareness by, for example, running cake stalls.

Pupils feel very safe at school and learn how to avoid dangers in the local environment through lessons and the 'Police Academy'. They grow their own food in gardening club and participate very enthusiastically in physical activity. Pupils from different backgrounds get on well together and they speak very positively about activities such as a recent 'Bollywood workshop' which help them to develop a good awareness of their own and other cultures. The school has successfully improved the attendance of most pupils and is now, rightly, focusing on discouraging term-time holidays for a very small group of pupils who still do not attend school regularly enough.

*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>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<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>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Adults take good care of their pupils and there are good partnerships with outside agencies to provide additional support for pupils whose circumstances may have made them vulnerable. Pupils who speak English as an additional language are supported well, although occasionally, in some activities in the Nursery, adults lack confidence in tackling their specific needs

<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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In most lessons, teachers have high expectations and they manage behaviour well. Adults and pupils get on well together and this means that pupils are willing to have a go at new things without fear of failure. Teachers assess learning carefully and use the information to plan what to teach next. On the few occasions where that is not the case, the pace of learning slows for some pupils because work is too hard or too easy for them. Teachers make good use of resources such as interactive whiteboards to bring subjects alive. However, they do not always give pupils enough opportunities to take responsibility for their own learning by, for example, encouraging them to carry out their own research or talking in more detail about what they need to learn next.

The curriculum provides a breadth of exciting learning opportunities that enables pupils to enjoy school. It has a good impact on pupils’ progress in literacy and numeracy, although there are too few opportunities for them to practise and extend their computing skills in lessons. Specialist support from other schools in subjects such as French and physical education supplement provision effectively, as do visits, visitors and clubs. Sports clubs make a good contribution to pupils’ understanding of healthy lifestyles. The school’s good work in this area is reflected in its well-deserved Healthy Schools award and Activemark.

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

This is a school that has progressed quickly since the last inspection because leaders at all levels are committed to doing the best for their pupils. The leaders’ drive for improvement and ambitions for the school are firmly embedded and are shared by all staff. Leaders are doing the right things to remove remaining inconsistencies in teaching, although subject leaders take too little part in this process. The governing body is supportive and provides good levels of challenge.

The school promotes equality successfully. Leaders check data carefully to ensure that no group is doing less well than others and they respond quickly to any variations. For example, leaders are giving extra support to Pakistani pupils and those known to be eligible for free school meals to close the gap between their attainment and that of other groups. There is no evidence of discrimination because pupils learn to respect different beliefs, reflecting the school’s good contribution to

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community cohesion. Pupils are becoming increasingly aware of their place in the world through topic work in geography and by supporting charities in other parts of the world. There are some links with schools in other parts of the world and leaders are now, rightly, looking to establish a partnership with a contrasting locality in the United Kingdom. The school’s good engagement with parents and carers and the good partnership with community groups mean that it is very responsive to local needs.

The school has good safeguarding procedures. Adults give safety a high priority and are vigilant in ensuring that pupils are kept safe. Potential dangers during current building work are managed effectively, so that everyone is able to work in a safe environment.

*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	2
<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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<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>2</b>

## Early Years Foundation Stage

Parents and carers are very positive about provision in the Early Years Foundation Stage, with one writing ‘My child has loved every second of school since starting and some days he wants to stay longer.’

Children make good progress in the Early Years Foundation Stage. That means that they reach levels above those expected for their age by the end of the Reception Year. Adults take good account of children’s different starting points and provide sensitive support in lessons. Children in the early stages of learning English are integrated well, although there are occasional, missed opportunities to increase their learning when they are working independently, especially in the Nursery. The teaching of letter sounds (phonics) is particularly strong in the Reception classes and children make rapid progress in this area of the curriculum. There is a very



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structured approach to teaching letter sounds and children respond very well to this, improving their skills quickly.

Adults plan exciting activities and make good use of well-resourced outdoor areas to support learning in the Nursery and Reception classes. Children are encouraged to explore ideas for themselves and they self-select sensibly where they are going to work. Learning is especially strong in the Reception classes because the different areas of learning are linked together. For example, as part of a topic on ‘Kipper’s Birthday’, children worked diligently and made good progress as they made cakes and presents, matched items at the ‘birthday tea’ and wrote in cards.

Leaders monitor provision carefully and this is ensuring that children’s attainment is rising at the end of the Reception Year. There are thorough systems for monitoring children’s progress in lessons and their delightful ‘Learning Journals’ give a very clear picture of progress over time. However, the use of data to compare attainment from year to year and to show progress in the Nursery is less well established. That makes it difficult for leaders to identify trends in attainment so that strengths can be identified and any minor weaknesses tackled quickly.

*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 are positive about the school’s work. Positive comments included ‘The school has a sense of optimism and ambition as well as a sense of community’ and ‘My child is happy to go to school and enjoys learning.’ Some parents and carers feel that the school does not tackle unacceptable behaviour well enough. Inspectors saw no unacceptable behaviour during the inspection and found that there are good procedures for dealing with it if it does occur.

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

Ofsted invited all the registered parents and carers of pupils registered at Devonshire Primary 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 149 completed questionnaires by the end of the on-site inspection. In total, there are 482 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	89	60	53	36	4	3	1	1
The school keeps my child safe	89	60	54	36	5	3	0	0
The school informs me about my child’s progress	56	38	78	52	12	8	0	0
My child is making enough progress at this school	50	34	87	58	5	3	1	1
The teaching is good at this school	62	42	79	53	2	1	3	2
The school helps me to support my child’s learning	53	36	88	59	2	1	1	1
The school helps my child to have a healthy lifestyle	72	48	72	48	2	1	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)	39	26	93	62	1	1	0	0
The school meets my child’s particular needs	39	26	93	62	10	7	0	0
The school deals effectively with unacceptable behaviour	44	30	79	53	15	10	4	3
The school takes account of my suggestions and concerns	44	30	86	58	9	6	2	1
The school is led and managed effectively	71	48	63	42	9	6	0	0
Overall, I am happy with my child’s experience at this school	70	47	67	45	9	6	0	0

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.**



19 October 2011

Dear Pupils

### **Inspection of Devonshire Primary School, Sutton SM2 5JL**

Thank you for welcoming us to your school and for talking to us about your work. You were very polite and friendly. We agree with you that your school is good and that you learn new things quickly.

#### **These are some of the things we found out about your school.**

- Children in the Nursery and Reception classes are happy and are making good progress.
- You are taught well in Years 1 to 6 and this helps you to make good progress.
- You are happy at school and try your best. There are lots of fun things to do outside lessons. We like especially the opportunities you have to play sport and to go on visits.
- You have a good understanding of how to stay safe and healthy and you make a good contribution to the community.
- All of the adults in the school look after you well. They give you good help when you are struggling with your work.
- The school is led and managed well and all of the adults are working very hard to make the school even better.

#### **This is what we have asked your school to do next.**

- Make sure that all leaders are able to visit lessons to see how well you are doing.
- Give you more opportunity to take responsibility for your own learning in lessons.
- Make sure that marking and target setting give you a clear picture of the next steps in your learning.

We wish you all well for the future. All of you can help your teachers by continuing to work hard all of the time and making sure that you attend regularly.

Yours sincerely

Mike Capper  
Lead inspector (on behalf of the inspection team)

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