

Inspection of Foresters Primary School

Redford Avenue, Wallington, Surrey SM6 9DP

Inspection dates: 8 and 9 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils enjoy learning at this school. They develop trusting relationships with staff, and this helps them to feel happy and secure. Pupils make friends and enjoy playing together and looking after the school garden. They learn to share, take turns and negotiate. Pupils who have special educational needs and/or disabilities (SEND) are welcomed. They settle quickly because staff understand their individual needs.

Leaders have high expectations of pupils, both in terms of their academic achievement and their behaviour. Pupils do their best to live up to these high expectations. They are polite and courteous. They behave well. Bullying is rare, but if it does happen, leaders deal with it quickly.

Pupils benefit from a wide range of opportunities to support their social and emotional development. Leaders invite external organisations into school to spark pupils' interest and develop their understanding of what it means to be physically and mentally healthy.

Pupils participate in a wide range of sports clubs. Leaders provide opportunities for pupils to take on leadership responsibilities and to take part in elections, such as for the school council.

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

Leaders have designed an ambitious curriculum for all pupils, including those with SEND. Teachers' subject knowledge is secure. They present ideas clearly. They take time to check that pupils have understood and they quickly deal with any misconceptions.

Leaders have thought carefully about what children learn in the early years and made sure that the curriculum in Year 1 builds on this. Throughout the school, pupils with SEND, including those in the SEN unit, follow the same curriculum as their peers. Teachers use resources skilfully to adapt their teaching so that these pupils achieve well.

Leaders ensure that the curriculum sets out concepts in a logical order that builds pupils' knowledge step by step. For example, in Year 1 pupils learn about the colour wheel in art. This prepares them well to learn about contrast, tints and tone in Year 3. Sometimes, however, teachers choose activities that do not closely match the curriculum set out by leaders. When this happens, pupils do not learn what leaders intend and they develop gaps in their knowledge.

Leaders prioritise the teaching of reading. Children start learning to read in the early years. Staff are well trained in the delivery of phonics. They check pupils' progress regularly and act if a pupil starts to fall behind. This means that these pupils catch up quickly. Pupils are given books to read that closely match the sounds that they

know. Staff read to pupils regularly and pupils take home books for their parents and carers to read to them. This helps to develop a love of reading.

This is a highly inclusive school. Pupils placed in the large SEN unit are welcomed and supported to participate in all that the school has to offer. Staff are well trained in strategies that support these pupils. Leaders are quick to spot any emerging or changing needs.

Pupils behave well. Children in the early years learn how to manage their emotions, to share and to take turns. Older pupils play well together at breaktimes. Instances of low-level disruption in lessons are rare and when they do happen staff apply the school behaviour policy consistently. This means that learning is not disrupted. Pupils with SEND are supported well in managing their own behaviour because staff throughout the school are well trained and receive helpful information about individual pupils in 'pupil passports'.

Leaders make sure that pupils' personal development is prioritised. Pupils are taught how to stay safe and healthy. They are taught to respect others' opinions, views and beliefs. Pupils celebrate different cultural and religious festivals and enjoy visits to places of worship.

Many pupils attend school regularly. However, around a third of pupils are regularly absent from school. This means that they miss out on important learning. Leaders work with families and external agencies to encourage high attendance, but this work has not had sufficient impact and some pupils remain poor attenders.

Staff enjoy working in this school. Leaders engage with them and provide support for staff well-being. Staff appreciate leaders' consideration of their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong safeguarding culture. Staff receive regular training including on any changes to guidance. This means they are alert to any signs that a pupil may be at risk. Staff and pupils know how to report any concerns and these are taken seriously. Leaders provide support to pupils and their families. Where appropriate, leaders work closely with external agencies to make sure that pupils get the help they need. Leaders and staff understand the increased level of risk to pupils with SEND.

Pupils are taught how to keep themselves safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, teachers sometimes select activities that do not match the curriculum set out by leaders. When this happens, pupils do not learn what leaders intend and develop gaps in their knowledge. Leaders should make sure that teachers understand clearly what they need to do to implement the school's curriculum precisely.
- Too many pupils do not attend regularly. As a result, they miss lessons and can fall behind with their learning. Leaders need to tackle poor attendance with greater urgency.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102986
Local authority	Sutton
Inspection number	10255369
Type of school	Primary
School category	Foundation school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	248
Appropriate authority	The governing body
Chair of governing body	Jenny Sims
Headteacher	Havard Spring
Website	www.foresters.sutton.sch.uk
Date of previous inspection	21 November 2017, under section 8 of the Education Act 2005

Information about this school

- The school has an SEN unit that caters for pupils with autism spectrum disorder. There are 42 pupils placed in this provision.
- Leaders do not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, senior leaders and other members of staff. They held a discussion with some governors and the school improvement partner.
- Inspectors carried out deep dives in these subjects: early reading, geography, mathematics, and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers,

spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered some other subjects.

- Inspectors spoke to leaders, staff and pupils about the arrangements for safeguarding. They reviewed safeguarding records and documentation, including the single central record of pre-employment checks undertaken on staff.
- Inspectors held meetings with leaders to discuss personal development, early years, support for pupils with SEND, and pupils' behaviour and attitudes.
- Inspectors observed pupils' behaviour in lessons and around the school. They spoke with several groups of pupils to discuss their experiences at school.
- Inspectors considered responses to Ofsted's online survey for parents, Parent View. They also considered responses to pupil and staff surveys.

Inspection team

Gary Phillips, lead inspector

His Majesty's Inspector

Allan McLean

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023