

Inspection of a good school: Foster's Primary School

Westbrooke Road, Welling, Kent DA16 1PN

Inspection dates:

21 and 22 February 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils are happy at Foster's. One pupil, expressing the views of many, described the school as 'one big happy family.' Comprehensive systems and highly trained staff ensure that pupils are kept safe each day. For example, pupils are confident in using the worry boxes or speaking to members of staff if they have a concern. Bullying is very rare. Pupils have every confidence in their teachers to help them should any problems arise.

Pupils behave very well; they are keen to participate in lessons and confident to discuss their ideas and opinions. They are kind to one another, celebrate each other's differences and show understanding and maturity when others struggle. Pupils learn about different faiths and cultures and how to keep themselves healthy and safe. They learn to be reflective, confident and articulate.

Pupils achieve highly. The curriculum is well designed and enables pupils to know and remember more over time. All pupils, including those with special educational needs and/or disabilities (SEND), are supported effectively to achieve their best. Pupils are expected to be engaged and curious. They consistently rise to these expectations.

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

The curriculum matches the breadth and ambition of what is expected nationally. In each subject, leaders have identified what should be learned and when. This helps pupils to secure the knowledge they need to manage more complex learning as they get older. For example, in history, younger pupils learn about monarchs, exploring how rulers make decisions such as when to go to war. Older pupils use this knowledge to compare the role of the monarchy during different periods, including Tudor England and the Second World War. Similarly, in mathematics, children in early years are introduced to counting and sequencing. This helps children to develop a basic understanding of number and

arithmetic. Older pupils use this foundation confidently when solving increasingly complex problems involving fractions, decimals and ratio.

Teachers introduce new learning with clarity and precision. Tasks and activities are well chosen to enable pupils to learn, practise and apply new content. This helps pupils to deepen their thinking and work with increasing fluency, particularly in reading and mathematics. Pupils with SEND are well supported to access the same curriculum as their peers. This helps to ensure that all pupils progress through the same ambitious curriculum and achieve well.

Reading is a priority at Foster's. Highly trained staff systematically implement the school's phonics programme. Leaders regularly check pupils' reading. Swift and effective action is taken to support any who fall behind to catch up quickly. Pupils enjoy reading and have ample opportunities to read and to be read to. From the Nursery onwards, books support the broader curriculum and reinforce what is being learned across a range of subjects. Pupils' love of reading is enhanced through a number of strategies, including regular visits to the local library.

Pupils behave impeccably. They move between their classrooms and around the school sensibly and with purpose. Pupils support each other to behave well and are polite and welcoming to visitors. There are warm and trusting relationships between staff and pupils. Staff swiftly remind pupils of the expectations on the rare occasions that behaviour needs to be addressed. In these instances, pupils quickly correct themselves and learning continues with minimal interruption. The school has very high expectations for attendance. Robust and effective systems are in place, including working closely with families and other agencies to ensure pupils attend school regularly and on time.

Pupils benefit from a range of opportunities to extend their learning beyond the curriculum. For example, regular visits to museums and galleries, author workshops and heritage and science weeks further enrich the curriculum. Pupils develop their talents and interests through attending a variety of clubs, such as karate, French, hockey and dance. Pupils readily take on additional responsibilities, such as being part of the school council, helping in the Nursery and, for older pupils, reading to their younger peers.

Leaders ensure staff feel well supported. Staff are very happy at Foster's; they feel that their workload and well-being are considered. For example, staff particularly value being consulted on any planned changes.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2012.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101451
Local authority	Bexley
Inspection number	10268703
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	452
Appropriate authority	The governing body
Chair of governing body	Scott Wilkins
Headteacher	Jason Hemley
Website	www.fosters.bexley.sch.uk/
Date of previous inspection	29 November 2017, under section 8 of the Education Act 2005

Information about this school

- The current headteacher took up their post in September 2021.
- The school does not currently use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in early reading, history and mathematics. To do this, they met with subject leaders, had discussions with staff and pupils, visited lessons and looked at pupils' work. Other subjects were considered as part of this inspection.
- The inspector scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.

- The inspector met with senior leaders, a selection of subject leaders, teachers and support staff.
- The inspector met with members of the governing body, including the chair of governors. They also spoke with representatives from the local authority.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of pupils, parents and staff were considered through discussions and looking at information collected from Ofsted's online surveys.

Inspection team

Una Buckley, lead inspector

His Majesty's Inspector

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