

# Forster Park Primary School

## Inspection report

---

<b>Unique Reference Number</b>	100683
<b>Local Authority</b>	Lewisham
<b>Inspection number</b>	335577
<b>Inspection dates</b>	16–17 March 2010
<b>Reporting inspector</b>	Linda Pickles

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<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>	428
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anna Corbett
<b>Headteacher</b>	Jennifer Chiverton
<b>Date of previous school inspection</b>	30 November 2006
<b>School address</b>	Boundfield Road London SE6 1PQ
<b>Telephone number</b>	020 86985686
<b>Fax number</b>	020 86959659
<b>Email address</b>	j.chiverton@forsterpark.lewisham.sch.uk

---

---

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Introduction

This inspection was carried out by four additional inspectors. The inspection team spent three quarters of the time in classrooms, inspecting 24 lessons and observing all of the 16 class teachers at least once. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at various papers, including development plans, the school's monitoring of provision, safeguarding documentation and 52 questionnaires completed by parents and carers. They also looked at questionnaires from a selection of pupils in Years 3 to 6 and from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of pupils, particularly those from a White British background and with special educational needs and/or disabilities
- the quality of teaching to determine if it is sufficiently challenging
- the effectiveness of the school's leadership in securing improvement based on accurate self-evaluation
- the progress made by the youngest children from their starting points, particularly in communication, language and literacy and mathematical development.

## Information about the school

This is a larger-than-average primary school. The proportion of pupils who come from minority ethnic backgrounds is well above average, as is the proportion who speak English as an additional language. The largest groups of pupils are those from White British and Black Caribbean backgrounds. A few are at the early stages of learning English. The proportion of pupils who are eligible for free school meals is well above the national average. The percentage of pupils who have special educational needs and/or disabilities is well above that found nationally, and they have predominantly moderate learning difficulties. The proportion of pupils who enter and leave the school at other than the normal times is higher than average. The school has the Eco-Schools award.

**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

### Main findings

Forster Park Primary is a good school. Pupils from many different cultural backgrounds work and play together harmoniously as a result of the school's good promotion of community cohesion. Parents and carers greatly appreciate the school's work, particularly the outstanding care, guidance and support provided for the pupils and their families. This makes a significant contribution to pupils' good achievement, particularly for pupils whose circumstances have made them vulnerable. As one representative parent said, 'My son really enjoys school and is moving on very well. He is so confident and loves learning.' Pupils much enjoy school and this is shown by their good behaviour and good social, moral, spiritual and cultural development. This comment by a pupil is typical of many, 'We learn a lot and have fun all the time.'

Children enter the school with skills and understanding below those expected for their age. They make good progress through the school so that they reach standards that are broadly average by the time they leave Year 6. Progress in reading is good across the school, although good progress in writing and mathematics is not yet consistent across all year groups. The monitoring of pupils' progress is rigorous and action taken to address previous underachievement by some groups of pupils has improved the progress they make. All pupils, including those from a White British background, make good progress. Pupils with special educational needs and/or disabilities make good progress because their needs are promptly identified and supported.

The overall quality of teaching and learning is good, although not all lessons provide sufficient challenge for more able pupils. In some instances, opportunities to enhance pupils' understanding through the use of information and communication technology are missed. Assessment of pupils' learning is good and clearly focused marking in English made a significant contribution to improving the relatively low levels of attainment in writing in 2009. The guidance given to pupils about how to improve their work in other subject areas is not as strong and pupils do not have enough opportunities to demonstrate what they have learned and to assess their own learning. The curriculum is well matched to the needs and interests of the pupils and strongly reflects the school's rich cultural diversity.

As a result of the headteacher's purposeful leadership rooted in clear strategic planning, the school has been successful in improving pupils' achievement, the quality of teaching and provision for care, guidance and support since the last inspection. Senior leaders and managers make good use of monitoring activities to identify priorities for development and have an accurate view of the school's strengths and weaknesses.

**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

Governors now provide good challenge and hold the school to account for its performance. This demonstrates that the school has good capacity to improve.

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

- Accelerate progress and raise attainment, particularly in writing and mathematics, through improving the proportion of good and better teaching by:
  - using assessment information to plan work which challenges all pupils, including the more able
  - making more use of interactive technology to support pupils' understanding.
- Improve the quality of assessment by building on existing good practice in English by:
  - ensuring marking makes clear to pupils what they need to do to improve their work
  - allowing pupils more chances to show how well they have learnt during lessons
  - providing pupils with more opportunities to be involved in assessing their own learning.

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

Well-planned intervention programmes, both in and out of class, for pupils with special educational needs and/or disabilities have been successful in improving their rates of progress in reading and writing. The school has taken prompt action to reverse the slower progress made by pupils from White British backgrounds in 2009 and there is no marked variation in the performance of different groups of pupils. Pupils enjoy their learning and behave well in lessons. They made excellent progress in a Year 6 English lesson when learning about story endings because they were clear about what they were learning, activities challenged and extended their thinking and all were actively involved throughout the lesson. Where pupils make slower progress, they are not given sufficient opportunity to show what they have understood and activities do not sufficiently extend their learning, particularly for more able pupils. Pupils know their targets in English and mathematics but are not always sure how to improve their work to reach them.

Pupils feel very safe in school and are confident that adults will listen to them and sort out any concerns they have. They have a good understanding of how to keep themselves safe outside of school, particularly when using the internet. They make a good contribution to the school and wider community, especially through their involvement in developing curricular topics with class teachers and involving older residents in the local community at events throughout the year. Pupils have a good understanding of how physical activity and healthy diet contribute to their well-being and participate enthusiastically in sporting activities at lunchtime. Pupils' social, moral, spiritual and cultural development is good and they respect and value each other's beliefs and know the difference between right and wrong. The extent to which they

**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

develop workplace skills and their average attendance prepare them adequately for the next stage of their education.

*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>	3
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>3</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?

Teachers manage pupils' behaviour well and relationships between adults and pupils are positive and harmonious. In the best lessons, teachers use their good subject knowledge and assessment information to plan activities which match pupils' different abilities. Creative and exciting resources, including interactive technology, engage and motivate pupils and skilful questioning challenges and checks their understanding during the lesson. Where progress is slower, pupils have limited opportunities to show what they have learnt and planning does not provide sufficient challenge for more able pupils. Marking is regular and encouraging. The extent to which pupils are informed how they can improve their work and be involved in assessing their own learning, however, is stronger in English than other subject areas.

Excellent levels of care and support and close collaboration between teachers and adults make a significant contribution to pupils' good progress and emotional well-being. The

<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.

**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

curriculum is well adapted to support pupils' learning, and cross-curricular topics engage and motivate pupils because they reflect and celebrate the school's diverse cultures. Themed weeks and Spanish lessons contribute to the good curricular provision. Opportunities for pupils to use information and communication technology in their own classrooms, however, are currently underdeveloped. A wide range of extra-curricular activities such as steel pan drumming, horse riding, sewing and country dancing, as well as trips to central London and residential visits, provide a good range of enrichment activities and take-up is high.

Concerns about individuals or groups are responded to quickly and the school has been particularly successful in raising boys' achievement through the learning mentor's allotment project and contributing to the school achieving the Eco-School award. Staff take good care of pupils and the school has strong links with external agencies to ensure the welfare needs of all pupils are met. The school has rigorous procedures for monitoring attendance, which have been successful in improving overall attendance as well as reducing the proportion of pupils who are persistently absent.

*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>1</b>

**How effective are leadership and management?**

The headteacher, ably supported by the senior management team, has high expectations which are clearly communicated and shared by staff. Staff are motivated and there is a strong sense of teamwork through the school. All aspects of the school's provision are closely monitored by senior leaders, particularly the quality of teaching. Assessment data are used rigorously to monitor the progress of all pupils and key areas of weakness identified at the last inspection have been improved. Monitoring of outcomes for pupils by phase leaders ensures the school has an extremely well-informed understanding of the impact of its actions to promote improvement. The school's inclusive ethos is securely focused on promoting equality of opportunity amongst all groups of pupils and tackling discrimination. That this aspect is judged good rather than outstanding is because more able pupils are not always being successfully helped to achieve their full potential.

Governors now provide good challenge, and are influential in determining the direction of the school and holding it to account for its performance. The school has positive relationships with parents and carers, whose views are taken into account and acted upon where appropriate, for example in the introduction of the British heritage week

**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

which celebrates the culture of White British pupils. Workshops for parents and carers are regularly organised and well attended. Together with their visits to classes, parents and carers are helped to become partners in their children's education. Challenging targets are set and the school recognises that pupils will need to continue making good progress in order to reach them, particularly in Year 2. Procedures for safeguarding are good and staff are well trained to meet the health and safety needs of pupils, including the most vulnerable. The school promotes community cohesion well and success in this aspect makes a significant contribution to the harmonious relationships that exist both within school and the wider community.

*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**

Children make good progress from their starting points in Nursery and Reception, particularly in communication, language and literacy and mathematical development. The proportion of children reaching national expectations by the end of the Early Years Foundation Stage improved in 2009 because adults have a good understanding of child development. Action to improve children's progress in calculation skills are having a positive impact, although attainment is still lower than other areas of learning. Most children, including those with special educational needs and/or disabilities, make good progress because outcomes from observations are used to plan activities which reflect their interests. The high-quality indoor and outdoor learning environments provide varied and exciting activities, which promote all areas of development, particularly the creative and physical. The leadership of the Early Years Foundation Stage provides clear direction and uses the outcomes of monitoring to plan for improvement, as in the recent



**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

introduction of specific activities to promote children's calculating skills. Children develop good levels of independence because they are allowed to make their own choices and are well supported and encouraged in their learning by adults' skilful questioning and observations. Children's safety and welfare are promoted well through high levels of supervision and the school has good relationships with parents and carers so transition arrangements are smooth and children settle 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

The proportion of questionnaires returned from parents and carers was low but from those received it is clear that the school enjoys the confidence and support of the very large majority of parents and carers, who agree that their children enjoy school. Most responses to questions were positive and almost all parents and carers agree that the school keeps their children safe. A few noted concerns about the extent to which the school meets their particular child's needs and how effectively the school deals with unacceptable behaviour. During the inspection, pupils behaved well and inspectors found that the school takes appropriate action to meet children's different learning needs.

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

Ofsted invited all the registered parents and carers of pupils registered at Forster Park 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 428 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	63	17	33	0	0	1	2
The school keeps my child safe	31	60	19	37	2	4	0	0
The school informs me about my child's progress	27	52	22	42	2	4	0	0
My child is making enough progress at this school	25	48	38	6	6	12	0	0
The teaching is good at this school	25	48	24	46	2	4	0	0
The school helps me to support my child's learning	22	42	24	46	4	8	0	0
The school helps my child to have a healthy lifestyle	18	35	32	62	0	0	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)	16	31	26	50	3	6	1	2
The school meets my child's particular needs	17	33	26	50	5	10	1	2
The school deals effectively with unacceptable behaviour	17	33	26	50	1	2	2	4
The school takes account of my suggestions and concerns	20	38	25	48	1	2	0	0
The school is led and managed effectively	26	50	18	35	4	8	0	0
Overall, I am happy with my child's experience at this school	29	56	20	38	1	2	1	2

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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 pupil's 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.**



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.

18 March 2010

Dear Pupils

Inspection of Forster Park Primary School, London, SE6 1PQ

Thank you for making the inspection team feel so welcome when we visited your school recently. We really enjoyed talking to you and listening to your views. You told us that you enjoy school and learn a lot in lessons. We found that Forster Park is a good school.

These are the things we think are good about your school:

- You behave well and are kind and considerate to each other.
- Pupils from lots of different backgrounds get on well together in class and on the playground.
- The adults in school take really good care of you and check that you are doing well in your learning.
- You make good progress because the teaching is good.
- Marking in your English books tells you how to improve your work.
- The governors help the headteacher and staff make sure you do well.

To help make your school become even better, we have asked the headteacher to:

- make teaching better still by ensuring work is hard enough for everybody and that modern technology is used more in lessons
- improve the ways in which you find out how to improve your work.

You can help by coming to school every day and continuing to work hard.

Yours sincerely

Linda Pickles

Lead Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**