

Dorchester Road, Worcester Park, Sutton, Surrey, KT4 8PG

Inspection dates 3–4 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Teaching is consistently good across the school. In Years 5 and 6 it is outstanding.
- Pupils make good progress and reach standards that are above average. Progress is rapid in Years 5 and 6, particularly in reading and mathematics.
- Children in the Early Years Foundation Stage make an excellent start in their learning because of the high quality support they get from adults and the exceptional resources available.
- Disabled pupils and those with special educational needs make good progress because they are well supported. A few of these pupils make slower progress because their needs are complex.
- Pupils take great pride over their work. Handwriting is often impressive and pupils keep their books very neat.
- Pupils' progress and social development are good. Links with other schools mean pupils are well prepared for the next stage of their education.
- Pupils' behaviour is good. Pupils are cooperative, courteous, kind, and greatly enjoy learning.
- Pupils from all backgrounds get along well. They enjoy their learning because teachers make sure the topics they cover are interesting.
- Pupils feel safe at school, and they are particularly aware of the need to take care while the building works are taking place.
- Senior leaders and governors have made sure that recent building work has not disrupted pupils' learning. They also make sure all statutory requirements are met, particularly for keeping pupils safe.
- The headteacher has high expectations of all staff and works well with a strong leadership team to improve teaching.

It is not yet an outstanding school because

- Pupils in some year groups do not make as rapid progress as the older pupils, because they do not act upon teachers' comments often enough. A few are unsure what they need to improve.
- Some pupils rely too heavily on the teachers to remind them about what they should be doing and this slows their progress.

Information about this inspection

- Inspectors observed 36 lessons or parts of sessions, including groups of pupils receiving additional support. About a sixth of these observations were carried out jointly with the headteacher.
- Inspectors looked at pupils' work, talked to pupils about their work, and looked at teachers' records about pupils' learning. They spoke to groups of pupils, as well as speaking to pupils informally during break times, and listened to pupils reading.
- Inspectors met with senior leaders to discuss data about pupils' learning, the quality of teaching and the school's plans to continue improvements. Inspectors scrutinised documents including; records tracking the progress and attainment of pupils; senior leaders' checks on the quality of teaching and learning; and policies and procedures to encourage good behaviour.
- Inspectors held meetings with senior and middle leaders and with members of the governing body. The lead inspector held a telephone conversation with a representative from the local authority. Inspectors also reviewed minutes from meetings, and considered the school's records about how additional funding is used to promote the achievement of eligible pupils.
- 59 responses to the online survey Parent View were considered, alongside a survey the school has undertaken itself. Inspectors also spoke informally to parents before school. 30 responses to a survey for staff were also considered.
- At the time of the inspection, extensive building work was taking place to provide 12 new classrooms for Key Stage 2 by September 2014. Consequently, classes in Key Stage 2 are currently housed in temporary accommodation, and other spaces are limited.

Inspection team

Andrew Saunders, Lead inspector

Additional Inspector

Ramira Arora

Additional Inspector

Olson Davis

Additional Inspector

Full report

Information about this school

- The school is a much larger than the average-sized primary school. The school is expanding from two to three classes in each year group. There are currently three classes in Reception, Year 1 and Year 2. The school includes a Nursery class where children can attend morning or afternoon sessions.
- The majority of pupils are White British. Other pupils represent a wide range of heritages, including Indian, Pakistani, other White and other Asian heritage. About a quarter of pupils speak English as an additional language. A small proportion of these join the school at the early stages of learning English.
- The proportion of disabled pupils and those with special educational needs supported by school action is in line with the national average. The proportion of pupils who need extra support, through external partners or with a statement of special educational needs, is above the national average.
- The proportion of pupils who get additional support through the pupil premium is average. This is additional funding from the government to promote the achievement of pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The deputy headteacher was appointed as the new headteacher in May 2014. The school has recently made an appointment to fill the vacant post of deputy headteacher from September 2014.
- In 2013 the school met the current floor standards. These are the government's minimum expectations for pupils' attainment and progress.
- A privately run breakfast club is subject to separate inspection arrangements.

What does the school need to do to improve further?

- Make teaching outstanding and ensure progress is rapid for all pupils, by:
 - ensuring that all teachers give pupils a more precise understanding of what they need to do next to improve their work
 - ensuring that pupils in all classes respond more frequently to the high quality comments that teachers give them
 - encouraging pupils to use their initiative so that they are working at the highest level of which they are capable.

Inspection judgements

The achievement of pupils is good

- From their starting points, pupils make good progress, particularly in writing.
- Pupils currently in Year 6 have made outstanding progress. Their achievement already matches previous high standards, particularly in reading and mathematics. Pupils in Year 5 have also made outstanding progress. Progress for pupils in other year groups is not always as rapid, but is good and prepares them to achieve well during their time at the school.
- When children join the school in the Nursery, they have skills and knowledge which are often in line with those expected for their age. This is similar for children who join the school in the Reception class. Attainment at the end of Year 6 is above average. Teachers give children many opportunities to develop their skills, and encourage them to think about what they have been learning.
- Good progress continues through Key Stage 1, so that standards are slightly above average. Progress in Key Stage 2 speeds up as pupils get older. Teachers' records, the work in pupils' books and discussions with pupils show that this is typical.
- Pupils who have special educational needs and get additional support from the school make good progress. This is because they are supported effectively and the school find the approaches that help pupils learn well. Pupils who need extra support from outside the school usually make good progress. However, the complex needs of some of these pupils mean that their progress is more hard-won.
- Boys and girls, as well as pupils from minority ethnic groups, make similar, good progress. This is because of the high expectations of teachers and the appropriate work they are given to do. Pupils who speak English as an additional language are particularly well supported. They very quickly develop their confidence and understanding so that their progress accelerates. Other pupils help them to expand their vocabulary by making sure they have every opportunity to join in with games, play and discuss work.
- Pupils eligible for additional support make similar progress to other pupils because of the extra resources and time available from adults. As a result, they reach similar standards to other pupils. In 2013, such pupils in Year 6 reached standards which were slightly higher than other pupils. The gap for eligible pupils currently in Year 6 has greatly reduced compared with other pupils, so that they are now about six months behind.

The quality of teaching is good

- Pupils learn well because teachers are confident about what they are teaching and ensure pupils are clear about what they are learning. Pupils consistently have a good sense of routine and know what is expected of them. Excellent teaching in Years 5 and 6 raises pupils' expectations and their enjoyment of learning. As a result, they achieve high standards.
- Teachers frequently check how well pupils have understood what they are learning, so pupils' skills and knowledge are accurately identified. They use this information well when they are planning lessons so that pupils are given work to do which is at the right level.
- Teachers often get pupils to think about how well they have completed a task. This is particularly effective for the older pupils. However, occasionally, pupils wait too long for teachers to ask them to reflect at the end of a lesson. At times they continue with work which does not fully challenge them and this slows their progress.
- Teachers have good subject knowledge. This means they provide pupils with clear, confident explanations and are able to change their approach in response to pupils' misconceptions. Teachers and teaching assistants systematic approach to phonics (the linking of letters and the sounds they make) results in the effective teaching of reading, spelling and writing. This is used consistently, and pupils become confident readers and writers from an early age. Pupils enjoy reading because they have access to a wide range of material in a variety of forms.

- Teachers give good feedback, both during lessons and through the comments they make when marking pupils' books. Occasionally pupils do not make the most of these opportunities to help them make better progress. This is because they do not always take action to improve their work or respond to teachers' comments.
- In some classes, teachers make sure that pupils know precisely what it is they need to do next. This speeds up their progress and particularly helps the most able pupils to reach high standards. However, in a few classes, guidance is less clear or targets are not reviewed as frequently. These pupils are not always sure what they need to concentrate on to learn effectively and their progress is not as rapid.
- Teachers and other adults have good relationships with the pupils, based on mutual respect. Consequently, pupils are keen to work hard and do their best. Adults have high expectations of pupils to present their work with neatness and care. Pupils live up to this expectation. This is particularly evident through the pride pupils take over their work, both at school and the work they do at home.
- Pupils find the topics they study interesting and they say that teachers make their learning fun. The sense of enjoying learning is infectious; older pupils occasionally work with younger pupils, to the benefit of both.
- Teachers make excellent use of the technology available in their classrooms and use this to bring the topics alive. For example, the use of appropriate video clips and current news encourage pupils to think widely about the world around them.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They enjoy the tasks the teachers plan for them to do, and are keen and eager to work hard.
- Pupils like being at school. Attendance is average. The school has been particularly successful in reducing the number of pupils who are away from school too often.
- Pupils say that they feel behaviour is good because everyone understands what the golden rules are, and the consequences of not living up to these. Teachers and other adults apply these sanctions and rewards consistently. Pupils feel this is fair and they are encouraged to behave well. Parents agree that behaviour is good.
- Around the school, pupils are polite and courteous, and they play together very happily. Older pupils enjoy opportunities to be role models, which involves reading to, or writing stories for, younger pupils.
- Pupils say that bullying is very rare because no one tolerates it. Pupils are confident that if it did occur, they would know what to do about it, and that adults would make sure it stopped quickly. Pupils appreciate the many different cultures represented in the school and get to understand the different celebrations, through assemblies and visitors. This helps to make the school a harmonious community. There is no discrimination.
- The school's work to keep pupils safe and secure is good. Adults and pupils have coped admirably with the disruption during the building works. Pupils are very aware of the need to keep themselves safe, and learn how to do so, for example when cycling wearing their helmets. They understand how to stay safe when using the internet. Parents feel that their children are looked after well.

The leadership and management are good

- The new headteacher has a very clear vision for the school, shared by the teachers and governors. The headteacher knows the school very well and is ensuring that recent improvements are sustained. The senior leadership team is strong; they have high expectations of all the staff and lead by example. Parents say that the school is well led.
- Middle leaders work effectively to identify any weaknesses within the subjects they lead. They

provide good leadership and appropriate training to deal with areas needing improvement. For example, they developed a more robust approach to improve pupils' confidence in using mental mathematics skills and this has raised the quality of pupils' work. The quality of writing has also improved.

- The curriculum is thoughtfully developed so that pupils study topics that are interesting to different groups, including girls and boys. The trips and visits that teachers arrange for pupils give them rich experiences from which to write, develop their vocabulary and to use numbers in practical circumstances. Leaders ensure that the different cultures within the school are celebrated and that all groups of pupils have equal opportunities to develop and learn.
- Teachers' skills and confidence in teaching physical education have improved because of recent training and the opportunity to work with expert coaches, particularly in gymnastics.
- The new headteacher, senior leaders and governors have coped exceptionally well with the recent bereavement at the school. They have made sure that pupils and staff had the support they needed over this sudden loss, and that learning has continued. Parents particularly appreciate the efforts adults have made to be sensitive to their children's feelings.
- The building work has been carefully managed so that any disruption is kept to a minimum. Teachers, teaching assistants and leaders work together well, to make the most of the spaces currently available.
- The local authority has provided a good level of support during recent events, helping to make sure strong leadership continues to bring about improvements. The local authority uses the school to promote the effective use of information and communication technology in teaching, as well as in supporting those training to be teachers, or new to the profession.
- **The governance of the school:**
 - The governing body is well informed about the performance of teachers, the pupils and the senior leaders. They have made sure that they understand what data shows how the school compares to others nationally, and that any issues are identified quickly. They hold senior leaders to account for bringing about improvements.
 - Governors make sure that the statutory requirements are met, particularly those to ensure pupils are kept safe. They make sure that the policies and procedures in this regard are kept up to date, and that appropriate checks are made for any adults who work with the pupils.
 - Governors keep a close check on how the finances of the school are used, with a particular focus on how the additional funding is used to support the eligible pupils. Together with senior leaders, they make sure that the quality of teaching is taken into account when making decisions about pay, so that the best teaching is encouraged.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102982
Local authority	Sutton
Inspection number	444264

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	533
Appropriate authority	The governing body
Chair	Ian Phipps
Headteacher	Deborah Damestani
Date of previous school inspection	16–17 February 2011
Telephone number	020 8330 1144
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