

Beddington Infants' School

Croydon Road, Wallington, Surrey, SM6 7LF

Inspection dates 24–25 April 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.

- This is an inclusive school, popular with parents, pupils and staff.
- Pupils feel safe and secure. The school makes sure they know how to keep themselves safe.
- Pupils behave well and get on well with one another. This is because the school's strong values are understood by all. The school promotes pupils' spiritual, moral, social and cultural development well.
- Pupils achieve well. They make good progress and leave school with attainment that is consistently well above average.
- Teaching is consistently good. Tasks are imaginative and pupils learn a wide range of interesting and stimulating topics.
- Teaching assistants work in close partnership with class teachers, providing effective support for pupils with a range of needs and capabilities.
- Activities, especially in the Nursery, are inviting, enabling children to make rapid progress in acquiring language and number skills.
- Music and singing are successfully used to provide a sense of community and belonging throughout the school.
- Leaders and managers carefully check how well each individual is doing and quickly put in place extra support to help those struggling to catch up. As a result, no group falls behind.
- The school is well led. School leaders, including middle leaders, and governors, know their school well and understand its strengths and areas for improvement. They have successfully addressed the areas identified in the previous inspection report. The school is in a strong position to make further improvements.

It is not yet an outstanding school because

- Occasionally, pupils are set tasks that are either too difficult or too easy for them and, as a result, do not always achieve as well as they should.
- In their programme of classroom visits, leaders and managers occasionally focus too much on teachers' individual styles of teaching, rather than on how well pupils are learning.

Information about this inspection

- Inspectors visited 22 lessons across a range of subjects, eight of which were observed jointly with the headteacher.
- Inspectors listened to pupils read and looked at samples of their work.
- Meetings were held with senior leaders, teachers with responsibilities for specific subjects, a representative from the local authority, and groups of pupils. A meeting was held with the Chair and Vice-Chair of the Governing Body and five other members. Inspectors took account of the views of staff in 21 questionnaires.
- There were 99 responses to Parent View, the online survey of the views of parents. Inspectors considered these, together with one positive letter from a parent. They also spoke to a number of parents during the inspection.
- Inspectors observed the school's work, and looked at a range of documents including the school's own views of how well it is doing, its plans for the future, information on pupils' attainment and progress, safeguarding information, records relating to behaviour and safety, and minutes of meetings of the governing body.

Inspection team

Natalia Power, Lead inspector	Additional inspector
Avtar Sherri	Additional inspector
Matthew Klimcke	Additional inspector

Full report

Information about this school

- Beddington Infants' School is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which in this school provides additional funding mainly for pupils known to be eligible for free school meals, is lower than the national average.
- The proportion of pupils from minority ethnic heritages is higher than average. The proportion of pupils who speak English as an additional language is a little higher than average.
- The proportion of pupils who receive extra help in class is higher than average. The proportion who need more help than this or who have a statement of special educational needs is average.
- The school runs a breakfast club, which was observed during the inspection. After-school childcare is managed by an outside provider, and this is subject to separate inspection.

What does the school need to do to improve further?

- Make sure that a higher proportion of the teaching is outstanding, by:
 - putting the main emphasis on how well pupils are learning and how they can be helped to learn better
 - ensuring that teachers always set tasks that are at the right level for all pupils, so that tasks are neither too easy for the most able nor too difficult for those who struggle.

Inspection judgements

The achievement of pupils

is good

- Pupils achieve well. They make good progress throughout their time at school, and no group falls behind. This shows how pupils benefit from the school's commitment to equality for all. Achievement is not, however, outstanding, because progress overall is not exceptional.
- Children get off to a very good start in the Nursery. They arrive with social, language and number skills that vary, but overall are close to those expected of their age. As a result of the very good care and good teaching they receive from all the adults, they make good progress in their learning. Large numbers of new children come into the Reception year and soon catch up with those who have built up good learning and social skills in the Nursery.
- The school prepares children well for a seamless move into Year 1. These pupils are encouraged to continue learning through imaginative play activities, as well as learning language and number skills in a more formal classroom setting.
- The good progress made by all pupils continues into Year 2, and pupils leave school as confident, articulate learners, who consistently do very well indeed in the national tests taken at the end of Year 2 in reading, writing and mathematics.
- The school provides well for pupils of all abilities, including those with a range of additional needs. The most able pupils do well in all subjects. The proportion gaining the top grades in the national tests exceeded the national average in 2012 and 2013, and the school expects this pattern to continue in 2014.
- Pupils from a wide range of different backgrounds, and those who speak English as an additional language, make good progress. This is because their needs are identified early and effective support is given.
- The school gives effective additional support to disabled pupils and those who have a range of special educational needs, both within the classroom and in small withdrawal groups. As a result, these pupils make similar good progress to the others in the school.
- Pupils do well in reading. They are encouraged to read at home as well as at school, and this makes a valuable contribution to their learning. Pupils who read aloud to the inspectors clearly enjoyed reading and appreciated the humour in the books. As a result of the school's successful promotion of reading, the proportion of pupils in Year 1 who reached the expected standard in the 2013 check on their reading skills was above average. Year 2 pupils also consistently do better than average in the national reading tests.
- The school has a positive effect on the learning of the small numbers of pupils supported by the pupil premium. As a result, they consistently make similar progress to all others in the school in reading, writing and mathematics. They achieve well, and there is no appreciable difference in the attainment of those who are eligible for the additional funding, and those who are not.

The quality of teaching

is good

- Teaching is consistently good throughout the school, and this secures good learning and progress. Pupils are encouraged to think for themselves as much as possible, through skilled questioning and through brief, but focused, discussions with one another.
- There are good relationships in the classroom, and pupils want to do well.
- Pupils' learning and progress are not outstanding because sometimes pupils are set tasks that are either too easy or too difficult for them, and when this occurs progress slows. Nevertheless, a scrutiny of pupils' work shows that, overall, pupils make good progress over time in all subjects.
- Pupils' English and mathematics workbooks are marked consistently well, so that pupils know clearly how to improve. Teachers insist that pupils present their work neatly, and this encourages them to take a pride in their work.
- Teaching assistants make a valuable contribution to the learning of pupils. This helps pupils who

are learning English as an additional language, and those who struggle with their work, to make similar progress to others.

- Classrooms are well organised, and there are helpful and attractive displays on the walls, so that pupils can quickly see for themselves how to spell important words and how to do sums. Pupils' work is also well displayed.
- Tasks are interesting and promote good learning. For instance, pupils in one Year 2 class were set the activity of drawing one another's faces in order to be able to think about, and discuss, the similarities and differences between individuals. The children were able to explore a range of skills in this task, and were able to explain their findings clearly to the inspectors.
- Children in the Nursery classes are given activities that promote their reading, writing and number skills well, both in the indoor and outdoor play areas. For example, one group of children dressed as insects were absorbed in matching words to pictures of insects. Another group learnt the life cycle of a butterfly, and this activity challenged them to use and remember sophisticated words such as 'cocoon' and 'chrysalis'. Such tasks strongly stimulate the children's imagination and sense of wonder.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They have positive attitudes to learning, and teachers rarely have to bring them to order. Behaviour is not outstanding, however, because pupils are not stimulated to display exceptional eagerness to learn.
- Pupils from different backgrounds get on well with one another and play peaceably together. The school encourages pupils to understand and to value different cultures, and school leaders ensure that there is no discrimination.
- The school develops pupils' spiritual, moral, social and cultural qualities very well. For example, in one assembly for pupils from Reception to Year 2, pupils demonstrated to others the skills they had learnt in their mixed-age performance club. Led by two skilled teaching assistants, they spoke, sang and played instruments confidently. Such events promote a strong sense of community through music and song, enabling all to feel part of the school's family.
- Pupils told inspectors that the good behaviour seen during the inspection was typical. They confirmed that, if they had a concern or worry, they knew whom to turn to, and were confident that their concerns would be quickly dealt with.
- Pupils report, and school records confirm, that there is no bullying, including racial or cyber bullying, and that pupils get on well with one another.
- Children in the Nursery and Reception classes play considerately and quietly indoors and outdoors. They have many opportunities to develop their social skills in sharing and taking turns. Inspectors enjoyed seeing groups of Reception children cooperating in pouring water down channels to find out for themselves how water flows at different rates.
- Pupils' enjoyment of school is reflected in their attendance which, after a year when the school was hit by ill health, is back to being above average.
- Pupils who attend breakfast club have an enjoyable start to their day with healthy food and a range of activities.
- The school's work to keep pupils safe and secure is good. All staff are trained in child protection procedures, and volunteers working in the school are given background checks. Pupils told inspectors that they feel safe and well supervised. They are taught to keep themselves safe when they are out and about, or whilst using computers.
- Parents and carers told the inspectors that they are confident that the school is safe. Their highly positive responses to the online survey of their views showed that they feel satisfied that the school keeps their children safe and looks after them well. One parent reflected the general view of the school as a happy community by commenting, 'There is music playing every morning and adults exercising with the children in the playground. It is so uplifting and happy.'

The leadership and management are good

- Leadership is good. Leaders have created a supportive team that provides a caring environment for all the pupils. As a result, the pupils feel secure, behave well, and are ready to learn.
- Leaders have addressed all the recommendations from the previous inspection. For example, the school's view of its own performance is now written clearly and provides a valuable tool for identifying what the school is doing well and what it needs to do to become outstanding.
- Leaders and managers, including middle leaders responsible for particular areas of the school's work, check the pupils' progress regularly and carefully to make sure that all are making good progress and receiving the right support to meet their needs.
- Leaders know their school well and are accurate in pinpointing its strengths and what remains to be done. Their plans for the future are detailed and cover the right priorities. There is a good link between pupils' progress and the quality of the teaching.
- The leaders' lesson observations and their scrutiny of pupils' workbooks are thorough, and any development points are followed up, to ensure that the quality of the teaching is consistently good. However, leaders have not yet secured enough outstanding teaching to enable pupils' achievement to be outstanding. This is because their classroom visits tend to focus more on teaching styles than on how well pupils are learning and whether the level of challenge always takes account of pupils' needs.
- The local authority knows the school well and accurately judges it to be good. It provides effective light touch support.
- The additional funding the school receives for sport has been used thoughtfully and effectively to promote wider participation in a range of inviting activities, such as Indian dance and cycling. The proportion of funding used to train staff is planned to ensure long-term advantages to the pupils.
- The range of subjects has a good focus on the basic skills of reading, writing and mathematics, and this prepares pupils well for the next stage of schooling. Pupils learn a wide range of stimulating and interesting topics across the school. For example, their learning of the Gunpowder Plot stimulates them to write imaginatively. Science topics give pupils plenty of chances to write up their experiments.
- The Friday afternoon clubs give the pupils the chance to work collaboratively with others from different year groups, and to try their hand at a number of skills, including art, crafts, music and French. Inspectors enjoyed hearing a group of youngsters debating in philosophy club whether it could ever be right to hurt an animal. One commented that we should not hurt animals 'because it is not kind', and another said that hurting animals put him 'very in despair'. Such comments demonstrate that the clubs promote thinking as well as providing stimulating activities.
- Arrangements for safeguarding pupils meet current requirements.
- **The governance of the school:**
 - Governors know the school very well. They take an active interest, visiting the school to test its work for themselves, and reporting their findings to other governors.
 - Governors have a clear understanding of how well the pupils achieve in relation to those in other schools. They are familiar both with published figures on the school's performance and, through the headteacher's detailed reports, with the school's own figures on pupils' achievement. They share their knowledge of the data, and of other matters, through their own on-line portal.
 - Governors are familiar with what goes on in the classrooms, and what pupils are learning. For example, they found visiting classes, where sounds and letters were being taught, illuminating. They have an accurate understanding of the link between teachers' pay and the progress made by pupils, and this ensures good value for money.
 - Governors make sure that the additional funding for the pupil premium and for the promotion of sports is spent wisely, and has a positive impact.
 - Governors are well trained and knowledgeable about safeguarding issues and safe recruitment. They effectively carry out their statutory obligation to keep the pupils safe.

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	102983
Local authority	Sutton
Inspection number	439508

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	322
Appropriate authority	The governing body
Chair	Tim Featherstone-Griffin
Headteacher	Liz Kearney
Date of previous school inspection	16 June 2009
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