



# Celebrating Childhood

Learning Naturally Inside and Outside



**Beddington Infants' School**

[www.beddingtoninfants.org.uk](http://www.beddingtoninfants.org.uk)

269 Croydon Road, Wallington SM6 7LF - [020 8647 7813](tel:02086477813)

Ofsted grade  
Good

# About Beddington Infants' School

Beddington Infants' School provides an education which truly meets the needs of children through joyful, interactive experiences enabling the children to explore who they are as creative, thinking individuals.

Children are offered a uniquely immersive learning experience.

Our provision is designed to meet the needs of the children in a natural, home-like environment where children learn inside and out.

Learning opportunities are meaningful, related to real life and incorporate the interests of our children who achieve well academically while also developing physically, socially and emotionally.

Our vision is encapsulated in The Seven Gifts of Beddington Infants' School.



The first thing you will notice when you visit the school, is that the buildings and outside spaces are designed to offer children a broad range of opportunities to develop the skills and attitudes of a motivated, independent learner. Learning happens everywhere!

Staff and families support children's learning so that they have a genuine thirst for knowledge and are empowered and motivated to achieve. Their developing understanding of the learning process and the pride they experience when they make progress inspires them to take their Next Steps.

Every member of staff is dedicated to the best possible outcomes for each child; the children know it and respond accordingly.

Once families join us they know that it's the warm relationships between staff and families, staff and children and children and children that really makes the school a place where children thrive.



There are many opportunities for families to spend time in the learning environment with their children throughout the year. These opportunities enable families to see how settled and productive their children are at school.

As professionals, we continually reflect on our provision. All members of staff and children are involved in our regular self-evaluation. There is a real drive and passion amongst all members of the Beddington Infants' School community to keep improving. We consult research that has been carried out internationally and nationally. We also carry out our own informal research so that we can develop our provision to meet the needs of our children.

Our approach to learning is inspired by the Reggio Emilia philosophy which honours the infinite potential of the child. For more information about Reggio Emilia please see our school website

In order to ensure that we are accurate in our self-evaluation I regularly invite independent education consultants to evaluate our provision. Chris Jacobs commented that 'continuous provision, both indoor and outdoor, across the school is of a consistently high standard and provides quality learning experiences for all children. As a consequence, children are confident, collaborative and independent learners who set themselves high expectations and achieve well.' Kym Scott commented that 'pupils are extremely motivated and engaged, work highly independently and achieve at high levels, which was evident from both observation of children learning, discussions with them and the recorded evidence available'. Feedback from all external professionals is unanimously positive.



The best way to find out about Beddington Infants' School is to visit us. We welcome visitors throughout the year. Visits are difficult currently during due to COVID-19 restrictions but please contact us if there is anything we can help you with. In the meantime we have created a short video of children learning in each year group which is available on our school website at [beddingtoninfants.org.uk](http://beddingtoninfants.org.uk).

I look forward to meeting you for the Beddington Infants' School experience once current restrictions have been lifted.

**Liz Kearney**  
Headteacher



# Beddington Infants' School Vision



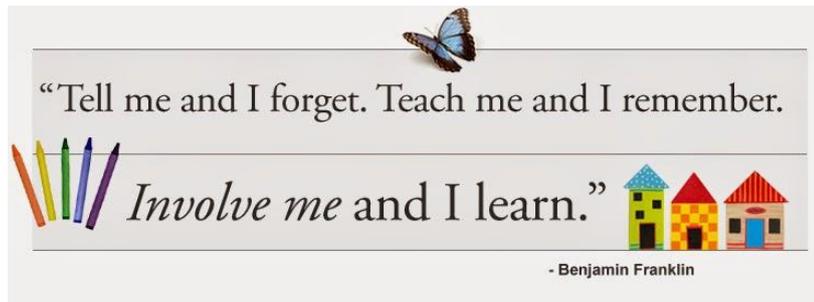
A few years ago I had the privilege of hearing an inspirational educationalist, Sir John Jones, speak about education. His thought provoking talk echoed conversations we were having at Beddington Infants' School at the time.

As a school we were asking ourselves questions like:

- What are we trying to achieve and why?
- What do we want for the children and their families?
- Are we offering opportunities for shallow learning or deep learning?
- Are we educating children for tests or for life?
- Are we preparing the children for the rapidly changing world they will be moving into?
- Where is the voice of the child in the school?

These discussions helped to shape the vision of Beddington Infants' School. The vision for our school is rooted in an understanding of, and respect for, the incredible capacity of every child.

With a focus on basic skills and strong academic achievement our curriculum has evolved to enable each child to engage at a high level and therefore to achieve to his/her personal best. Our provision is inspired by the Italian **Reggio Emilia Approach**. It is an experiential provision for both children and adults.



## Children

- are respected as individuals with something valuable to say
- have a genuine input into the direction of their learning
- are empowered to engage fully with the learning process, to take personal responsibility and to develop skills for life.
- are given a variety of opportunities to explore the world in which they live, indoors and outside, developing positive attitudes to all weathers
- are supported in developing positive relationships with children and adults across the school
- are given regular, meaningful opportunities to express themselves

Our aim is that children are active participants in their learning, rather than having education forced upon them.

Over the past few years we have made a series of adaptations to our provision which have resulted in a school where children thrive as individuals.

While maintaining a strong focus on every child's right to make strong academic progress, we support children in learning to think, to take responsibility for themselves and their learning, to find out who they are, to develop concepts of themselves as writers, mathematicians, musicians, artists, scientists, gardeners etc. Working in genuine partnership with our families, our children stand tall and proud because they know who they are.

The children are our greatest support in getting our provision right. We consult them regularly and their ability to reflect and suggest accurate Next Steps for themselves, each other and us never ceases to amaze us. Many years ago, we removed our expectations of what young children can achieve. We asked ourselves 'what if....?' Every day the children surprise us.

As with all things, balance is the key.

Beddington Infants' School offers a daily balance of:

Learning indoors	Learning outside
Formal learning	Independent learning
Focus on academic progress	Focus on personal growth
Opportunities to experience and manage challenge	Opportunities to genuinely use and apply skills
Time learning with an adult with immediate verbal feedback, enabling the child to understand the process and make the necessary next steps	Learning with other children – developing skills for life
Adult led learning	Enquiry based learning

Our Seven Gifts underpin the provision. Our model of education offers a learning experience which is a partnership between learner and educator, child and the adults at home and at school.

Rather than subservience, children learn

- to take personal responsibility
- to make decisions
- that learning is a process for everyone and for the rest of our lives.

Mutual respect and trust create foundations in all year groups enabling more sophisticated achievements as children progress through the school.

At Beddington Infants' School we provide challenge by making sure that everything that is done is done for a purpose. We empower and support the children to be accountable to themselves. Challenge underpins everything we do.

While children achieve well academically, The Seven Gifts of Beddington Infants' School are also being achieved ie. progress is not just academic, but includes progress in Life Skills.

All children through the school are motivated to learn. Learning opportunities are open ended where possible, to avoid capping learning.



Our open-plan environment enables adults to create a learning environment in which children don't have to be directly supervised all the time as there will always be adults in the area. This allows children the opportunity to develop as independent and accountable learners.

As a school, we maximise the use of the environment indoors and out.

We believe that learning cannot take place without trust. Children know that they will be listened to, are expected to have opinions, and that making mistakes is a valuable part of the learning process.

Children are consulted about learning, for example staff were discussing which formation of 'z' we would teach the children when teaching handwriting. We involved the children in this decision making process – they chose by a vast majority, to continue with the most challenging one as they could see that the alternative formation wasn't cursive.

In this learning environment, adults and children are accountable for progress and achievement.

### **We challenge the children to be:**

- ❖ independent thinkers
- ❖ independent learners
- ❖ decision makers
- ❖ flexible
- ❖ resilient
- ❖ motivated
- ❖ responsible
- ❖ literate and numerate

with a sense of self-worth and a commitment to personal challenge - striving to improve on previous personal best in all areas.

# Learning Naturally Inside and Outside

*Learning Naturally* describes how we have adapted the provision in our school to provide the children with a broad range of opportunities to learn and ultimately leave our school having achieved the Seven Gifts, preparing them for life in the years to come.

The active learning style of Early Years provision has been developed to extend in to Key Stage 1.

In Key Stage 1, the children continue to learn both inside and outside. Over the week they will learn in the role-play area, library and other classrooms, using a free-flow model like you see in many Foundation Stage Classrooms.

Throughout the week, the children will complete learning as part of an adult focus group in their own classroom. The children have whole class lessons and experience several guided group sessions during the week in English, Maths and other curriculum areas.



These sessions provide instant feedback on their learning, which can easily be tailored to the individual child's current level of understanding and need. Through discussion with the child, the adult is able to assess his/her understanding and move him/her on to the next step, making maximum use of the learning time.



Each Independent learning activity has a challenge card, which explains what the children need to do in order to be successful at the given piece of learning. These activities always have a suggested extension to enable the children to further develop their skills and cater for the different needs of children with a range of learning styles.

The supervised independent learning activities enable the children to practise and apply skills learnt during adult focus activities the previous week or to develop a deeper understanding of a learning objective for that week. They also provide the opportunity for children to develop basic core skills such as fine or gross motor skills, spelling, writing, reading or maths.

The completion of the independent activity ensures that the children use and apply the new learning. It also develops their ability to learn without direct interaction from an adult, therefore developing their concept of themselves as an independent learner. This also helps the children to develop other key skills such as co-operation, resilience and problem solving, whilst taking responsibility for their own learning.



## Scaffolding (Supporting learning)

We provide a detailed programme to ensure that, over time, children develop these characteristics through:

- ❖ a challenging, age appropriate, cross-curricular curriculum with a strong focus on basic skills.
- ❖ many, and varied opportunities for children to make decisions, learn independently and in teams, and take ownership of their learning
- ❖ a commitment to learning outdoors
- ❖ a strong understanding of child development
- ❖ high levels of adult engagement

- ❖ targeted teaching based on the development of skills and acquisition of knowledge
- ❖ year group planning – equality of opportunity across the year group
- ❖ mutual accountability
- ❖ all adults empowered to make decisions about differentiation based on 5 levels in planning
- ❖ Continuing professional development for all adults

## What do the adults do?

- Teach well
- Have high expectations
- Create a 'can do' culture where we are all Being the Best We Can Be!
- Value the children's view point. By using open ended questioning, show the children that we have learnt to do x, y and z ie not born able to do it, reinforcing the learning process, reflecting on their learning to see progress e.g. look back in books to see how their learning has changed.
- Create an environment where the children are working as hard as the adults – ie taking personal responsibility for their learning and progress.
- Enjoy spending time with the children

'Value for Minutes' gives the children, and adults, a strong message that time is to be used purposefully ie every opportunity is used effectively.

## What you will see?

Adults and children learning , challenging themselves, talking through mistakes and how we learn from them, problem solving what may seem impossible challenges eg teaching children in Year 1 to ride bicycles. Initially, the coach was concerned that they would be too young. No child was forced to ride a bicycle but by the end of the year 95% managed it. Tennis coaching from Nursery upwards – children make rapid progress. Again, the coach had to adapt his methods to accommodate the children in the Nursery but he was thrilled with how they responded and how much they enjoyed it.



# How do we know that our provision is effective?

External validation from a broad range of professionals from Ofsted, advisory teachers, link inspectors, SEND professionals who work with children in the school eg Speech and Language/Occupational Therapy. Mpume Mpofo and his team visited and confirmed that the school is a Trauma Informed Learning Environment (Tile) in other words, strong systems are in place to support emotional well-being. International consultants such as Kym Scott confirm time and again that this provision is extremely strong. Kym is one of those asking us to share this provision with other schools. We hope to be able to do that in the near future.

What do we see in the children	What do we see in the adults
<p>High levels of engagement for long periods of time – even when learning independently</p> <p>Talking willingly and informatively about their learning and progress.</p> <p>Keen to share learning.</p> <p>Focused on learning</p> <p>Using the language of learning</p> <p>Using success criteria - helping to set success criteria and then using them to set their Next Steps - often independently.</p> <p>Strong academic progress and attainment.</p> <p>Maturity</p> <p>Resilience</p> <p>Independence</p> <p>They think for themselves</p> <p>Children not reliant on stickers</p>	<p>All adults using the language of learning and challenge consistently and effectively, while ensuring that the children understand fully. Questioning includes higher order questions.</p> <p>Empowering children by helping them to understand that learning is a process eg explaining that if they make an effort with pencil grip now, they won't have to keep making an effort for the rest of their lives. One day it will be automatic.</p> <p>Adults empowering children to develop success criteria for a range of learning experiences.</p> <p>Adults modelling learning by making their own learning explicit.</p> <p>Adults enjoying working alongside the children</p> <p>Adults with an open mind about what young children can achieve</p> <p>Adults who are flexible in their approach eg offering children three ways to make a gift for their families at Christmas. Children choose which they would like to do and the adults accommodate those numbers.</p>

# Academic Outcomes for 2018/2019

**These are the most recent results for all schools due to COVID 19.**

Our school results are represented in pink below.  
A team of moderators agreed with our assessments.

## End of Key Stage 1 Results 2019 (when children move to junior school)

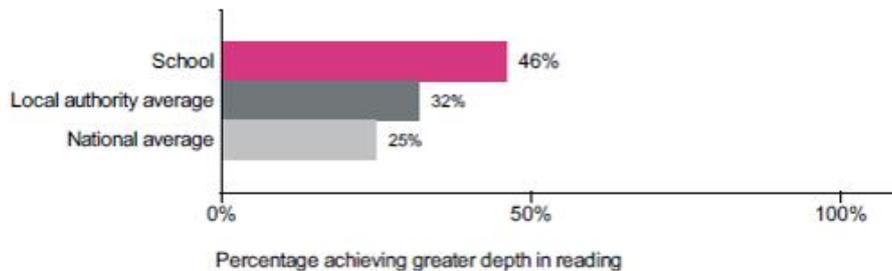
### Percentage achieving the expected standard or higher in reading

Number of pupils = 84



### Percentage achieving greater depth in reading

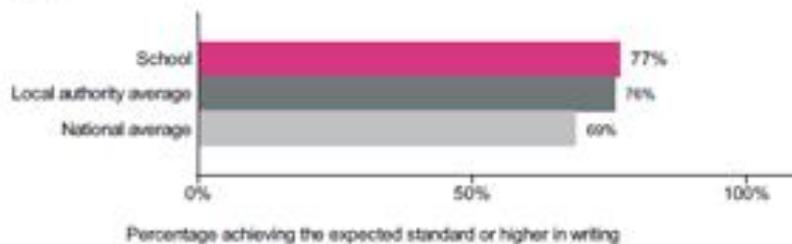
Number of pupils = 84



End of Key End of Key Stage One attainment at Greater Depth in Reading was in the highest 20% of all schools in England.

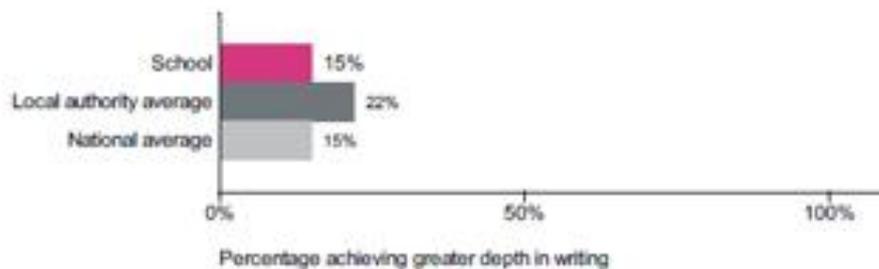
## Percentage achieving the expected standard or higher in writing

Number of pupils = 84



## Percentage achieving greater depth in writing

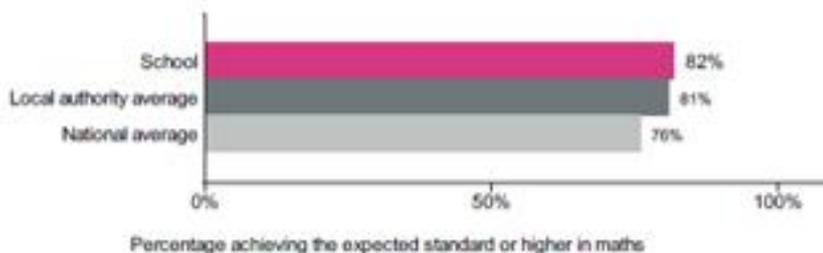
Number of pupils = 84



As you can see, our % of children achieving Greater Depth in Writing was slightly lower than other schools but, from their starting points the children made good progress. Even though progress was still good, we made writing a target in our whole school development plan.

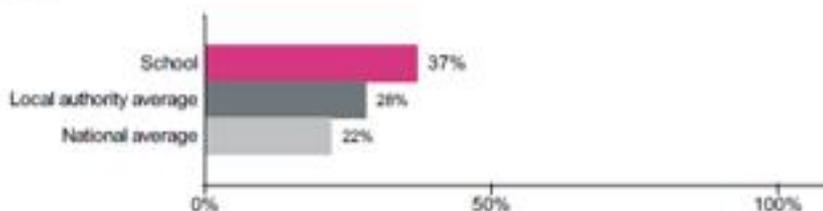
## Percentage achieving the expected standard or higher in maths

Number of pupils = 84



## Percentage achieving greater depth in maths

Number of pupils = 84



End of Key End of Key Stage One attainment at Greater Depth in Maths was in the highest 20% of all schools in England.

## Phonic Screening – End of Year 1

87% of children in Year 1 passed the Phonic Screening Test. As with all other testing, staff make it fun for the children. By the end of Year 2 100% of the children had achieved the standard.

## Percentage achieving the expected standard in phonics

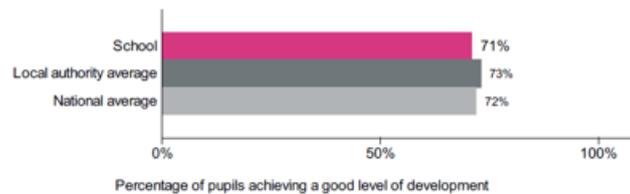
Number of pupils = 87



# Achieving a Good Level of Development at the End of Reception (as children move into Key Stage 1 at this school)

## Percentage of pupils achieving a good level of development

Number of pupils = 79



Although the % of children achieving a Good Level of Development is just below the national average, by the End of Key Stage 1 attainment is above the national average, which shows that progress throughout their time at the school is strong.

## Inclusion

Our provision, curriculum and environment have been developed to support the needs of children of all abilities, cultures, races, beliefs and backgrounds.



# Lunchtime

- Children eat in the hall
- High quality food, following strict dietary requirements, is provided by Caterlink. Please talk to Caterlink if your child has any particular dietary requirements such as allergies
- All food is cooked on the day, using fresh ingredients.
- Vegetarian, meat and Halal options available every day
- Children also independently select from a salad bar
- All school dinners are currently free- funded by Government.
- Children are welcome to bring a packed lunch if you prefer
- The menu is available on our website
- We have a Midday Supervisor per class to take the children through the lunchtime experience ie eating in the hall and into the playground



# Opportunities for families to spend time learning with their children

We love welcoming families to learn with their children. We usually organise a simple task to start with and then they spend time exploring the learning environment.

We give families lots of notice, but understand that not everyone is able to join us. If a parent/carer cannot attend in person, another family member or child minder is welcome. Alternatively, we ensure that all children have fun doing the activity with staff.



## Breakfast Club



- Children love Breakfast Club
- In line with our Healthy School Policy, children have non sugary cereals, fresh fruit, toast, yoghurt etc.
- Children enjoy a range of activities every morning
- Most children attend regularly so we can accommodate an extra child or two without pre-booking as long as you have registered



Booked place from 7.30 a.m.	£5.00 per day
Booked place from 8.00 a.m.	£4.50 per day
Ad hoc places (without booking)	£6.00 per day
Breakfast is not available after 8.15 a.m.	
Advance booking is advisable. All fees to be paid in advance of sessions.	

## After School Provision



- Clubs in our school hall run from 3.15 – 4.15
- Specialists run the clubs which cost on average £5 a week
- Clubs on offer include Tennis, Strictly Fun Dancing, Gardening, Football, Lego Modelling, Meditation, Basketball

### The Grange in Beddington Park

We work in partnership with The Grange After School Club. Children from Beddington Infants' and Holy Trinity Junior Schools attend. Staff from The Grange spend time here to get to know the children. They liaise closely with our staff. A team of staff collect the children at the end of our school day. Children love going! For more information please contact the team at The Grange on 07736 338 532.

