



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR BEDDINGTON INFANT AND NURSERY SCHOOL

Name of School:	Beddington Infant and Nursery School
Headteacher/Principal:	Liz Kearney
Hub:	South-West London Hub
School phase:	Infants
MAT (if applicable):	Sutton Education Trust

Overall Peer Evaluation Estimate at this QA Review:	The leadership team opted not to have estimates for this review.
Date of this Review:	24/01/2024
Overall Estimate at last QA Review	Effective
Date of last QA Review	06/03/2023
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	19/07/2023



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Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

Leadership at all levels N/A

Quality of provision and outcomes N/A

AND

**Quality of provision and
outcomes for disadvantaged
pupils and pupils with additional
needs**

Area of excellence Not submitted for this review.

**Previously accredited valid areas
of excellence** N/A

Overall peer evaluation estimate N/A

***The Quality Assurance Review estimates are not equivalent to Ofsted grades.
The QA Review uses a different framework to Ofsted and the review is
developmental not judgmental.***

1. Context and character of the school

Beddington Infant and Nursery School is a large, three-form entry infants school in Wallington. There are currently 285 pupils on roll with 41 children accessing the Nursery provision. There are considerably more boys currently at the school than girls. The school has a mixed intake in terms of deprivation and ethnicity. The proportion of disadvantaged pupils from Reception to Year 2 is below the national average, as is the number for whom English is an additional language. The majority of pupils are White British, after which, Tamil is the most common mother language. A broadly average proportion of pupils have special educational needs and/or disabilities (SEND). Six pupils have an education, health and care plan and there are two applications for this support pending. Speech and language (communication) and interaction are the predominant needs. Almost half of the pupils on roll are 'summer born.'

The very experienced leadership team has created a unique approach to teaching and learning, where independence is encouraged at every opportunity. "Learning Naturally Inside and Outside" is the school's ethos, based on the Seven Gifts of Beddington School. These seven values comprise vital life and learning skills that aim to support pupils throughout their lives. The school is a valued member of the Sutton Education Trust, comprising eight local primary schools.

2.1 Leadership at all levels - What went well

- The knowledge, skills and boundless love for the school and its pupils are key characteristics of the headteacher. Matched by her senior team and all staff, everyone ensures that the school's ethos is shared, with all concerned buying into the collective vision. Together they have created a school that is unique, portraying many facets that would be beneficial in many other settings.
- The school is very outward facing. Strategies have been opened up to other schools in the Trust. Some changed their Year 1 provision to greater or lesser extents, based on what was observed at Beddington, making their approach less formal. Adaptations in other settings, for example linked to outdoor learning, have been small but nonetheless effective.
- Leaders have introduced many successful strategies over time. The independent learning approach is unique and highly effective, based on academic outcomes and pupils' social and emotional development. This has enabled pupils to evaluate their own learning and that of their peers in other classes. Personal development has been another valuable area and pupils can readily self-regulate with understanding and sensitivity.

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- The independent challenges that form the basis of the curriculum ensure that subject leaders readily track and monitor pupils' progress in their areas. Information for teachers identifies the knowledge and skills that pupils need to develop at each stage of learning. Subject leaders meet with Trust colleagues to share good practice and the knowledge organiser for staff and curriculum map for PE, designed at Beddington, has been shared and has interested staff in the other schools.
- Leaders monitor the quality of teaching and learning through frequent learning walks and by engaging with pupils to gauge their views. Formal observations and the close examination of pupils' work when it is completed contribute to maintaining high standards of teaching and learning. Moderation across the school ensures that teachers are accurate in their own assessments. Subject leaders are given release time to assess the progress of their subjects in all classes so that additional support is supplied where necessary.
- Having the opportunity for senior leaders to undertake Challenge Partners reviews in other settings has been a very powerful method of continuing professional development. This has enabled strong practice noted in other schools to be adapted and established at Beddington.
- Progress grids used by staff clearly identify the stages of learning for all pupils and they provide information for teachers to assess who in their class is at the expected standard, achieving greater depth or who needs additional support to close gaps in their learning.
- Catch-up funding is used prudently in school, enabling staff to do more for the pupils who required it. Needs were identified and all the resources were provided to ensure the progress for these pupils. End of year results testify to the effectiveness of these strategies with increased numbers reaching the expected standard. Gaps in learning were closed.
- The views of parents are very important to leaders and the home questionnaire has been a useful tool in gauging parents' thoughts and opinions. Groups have been invited into school to find out more about their children's learning and these sessions have been valuable. Pupils' thoughts are also important, and they know that they will be listened to, making pupil voice a strong feature of the school.

2.2 Leadership at all levels - Even better if...

... the new leaders readily articulated the impact of the actions in their subjects.

3.1 Quality of provision and outcomes - What went well

- The school is high achieving and pupils joining Beddington Infants make significant progress from Reception to the end of Year 2. In 2023, data indicates that Key Stage 1 national figures were truly trounced at the expected and greater depth standards in reading, writing and mathematics. Similarly, in the Year 1 phonics screening check, pupils comfortably exceeded the national benchmark.
- Teachers ensure that the pitch and challenge in the activities are appropriate. This was particularly evident in a Year 2 mathematics lesson where the work pupils had to complete tested exactly how embedded their knowledge about fractions was. Routines are thoroughly embedded so that transitions between activities are seamless.
- Differentiated knowledge was observed in outdoor learning. In a birdwatch activity, the activity Year 1 and Year 2 pupils were engaged in was suitably more sophisticated for the older group.
- A system of Learning Boxes is used for pupils who are not yet able to access the independent challenges on their own. They have differentiated tasks to enable them to develop their independence which are closely monitored by adults in the class.
- Use of correct and extended vocabulary is encouraged at every opportunity. In a Year 1 class, the teacher announced, 'can we use a conjunction?' in the pupils' sentences. She encouraged the use of subordinated conjunctions, a complex and challenging concept for such young pupils. They responded well.
- Teachers have high expectations of pupils, and this is reciprocal. Relationships between staff and pupils are excellent. Presentation of work in pupils' books is neat and they take pride in their work. They love their school and in conversation, several said, 'I would like to stay at this school beyond Year 2.'
- Pupil voice is powerful. Pupils of all ages are confident learners and clearly articulate their learning to staff and visitors alike. Planning and resourcing are accurate and relevant, leading to pupils becoming active participants in their learning.
- Assessment is in-the-moment and is ongoing at Beddington. A well-structured, ten-week cycle has been established so that all staff are aware of what information is needed and when it is due. Pupils have an individual learning log so that teachers track progress based on a tiered scoring system over Key Stage 1. Staff then measure achievement of the National Curriculum

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learning goals, leading to understanding when pupils have reached or exceeded age-related expectations. This also highlights the areas, and next steps linked to them, to ensure that each individual makes progress.

- Extending pupils' cultural capital is important to leaders. Friday Club activities offer a wide range of enrichment activities, offered by staff but pupils decide which one they will attend for a period of time, for example, for half a term. Groups are of mixed age range, enabling pupils to meet and bond with a wider range of peers and also to interact with other adults. Trips in the community also boost pupils' understanding of their locality and the features within it. Funding is always made available for pupils in vulnerable groups and for a range of activities, disadvantaged pupils get priority booking.
- Inspiring a love of reading is an important facet of the school. Adults model the joy of reading and opportunities to develop reading in all age groups are exploited in a variety of ways in all classes. As the deputy headteacher added, 'this also leads to reading for purpose, with pupils using their skills and applying their phonics knowledge.'

3.2 Quality of provision and outcomes - Even better if...

... all staff new to the school demonstrated more explicit modelling in whole class learning.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- Attendance has been a key focus for the disadvantaged group. Close discussions with the families are having a positive effect. Parents are supportive and the attendance certificates pupils receive are working well. Staff have empathy with some families, and this aids the support process.
- The independent learning whole school approach is benefitting the academic progress of disadvantaged pupils. By gaining the knowledge that they can succeed in the lesson content, disadvantaged pupils gain great reward from this provision.
- There are few adaptations required to the academic curriculum and staff are aware of exactly what activities can be used to enhance pupils' learning, for example pupils who do not have a garden at home, the outdoor provision at

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the school is emphasised so that they develop greater awareness of the outdoors.

- More able pupils in this group are swiftly identified so that the appropriate strategies are applied to help their passage to the greater depth standard. For example, providing better reading challenges are having a significant effect on those pupils.
- The extra curriculum programme at the school is open to all although there are 'protected' places for disadvantaged pupils and those with SEND. Trips for this group are funded internally to ensure that they receive the universal offer.
- The most common needs in the SEND group are around communication. Post-Covid, pupils with SEND were noticeably lacking in speech and language skills. The Talk Boost programme has been utilised as a speech and language intervention and additional support is offered by adults across the school. Needs have reduced as pupils mature and pass through the school, and levels of communication have improved.
- Much of the teaching is helping pupils with SEND to learn better. The individualised approach and support through the Learning Boxes and the Now and Next (and later, Then) strategy supports their learning and contributes to them having increased control over their learning. The independent learning approach enables these pupils to select their own challenge activities. This also helps pupils with higher levels of anxiety to cope with the learning environment.
- Pupils with SEND are responding well to the teaching they receive, and any additional support leads to strong progress from their starting points. Because targets for improvement are accurately devised, even the small steps are noticeable and positive.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

None emerged on this review.

5. Area of Excellence

Not submitted for this review.



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Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)