

Beatrix Potter Primary School

Inspection report

Unique Reference Number	100997
Local Authority	Wandsworth
Inspection number	363645
Inspection dates	14–15 June 2011
Reporting inspector	Madeleine Gerard

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	284
Appropriate authority	The governing body
Chair	Tim Mann
Headteacher	Stephen Neale
Date of previous school inspection	13 May 2008
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 18 lessons or parts of lessons taught by 11 teachers and held meetings with groups of pupils, staff and members of the governing body. They observed the school's work and looked at work in pupils' books, tracking data showing pupils' attainment and progress, the school's development plans, and policies and records for safeguarding pupils. They considered the 147 responses to the questionnaire received from parents and carers, the 74 responses to the questionnaire for pupils in Years 3 to 6, and the 20 responses to the staff questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How consistently all groups of pupils are making good progress in all classes and whether attainment by the end of Year 6 is securely above average.
- How effectively the school supports pupils who join the school part-way through their education and how well they make progress.
- How effectively the school monitors the quality of its work and secures further improvements to provision and pupils' academic outcomes.

Information about the school

This is a larger than average primary school with Early Years Foundation Stage children taught in two Nursery and two Reception classes. The proportion of pupils from minority ethnic backgrounds is above average. There is a below average proportion of pupils with special educational needs and/or disabilities. Most of these pupils have moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is below average. Twelve per cent of pupils speak English as an additional language and almost none of these pupils are at an early stage of learning English. The school has achieved a number of nationally recognised awards including the Activemark, Healthy School Award and International School Award. The proportion of pupils who join and leave the school part-way through their education is above average.

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

Beatrix Potter Primary School provides a good quality education. The headteacher and staff place great store in promoting pupils' enjoyment of their work and time at the school. This is reflected in pupils' enthusiastic attitudes to learning, good behaviour, relationships and well-being. Children get off to a good start in the Early Years Foundation Stage. Opportunities for parents and carers to spend time with their children in the Nursery and Reception classes when they join the school ensure that children settle quickly. The use of outdoor spaces in the Nursery and Reception classes has been enhanced and children enjoy regular opportunities to develop their learning outside. Pupils make good progress through the rest of the school and reach above average attainment in English and mathematics by the end of Year 6. They make particularly good progress in reading and mathematics and this prepares them well for the next stage of education.

Teachers track how well pupils are making progress and identify those who need additional support. Teachers' planning uses assessment information well to match work in lessons to pupils' learning needs. Extra help, tailored to pupils' specific needs, ensures all groups of pupils, including pupils with special educational needs and/or disabilities, those who join the school part-way through their primary education and more-able pupils, make good progress. Pupils are motivated to do well because they enjoy the wide variety of activities that the school organises. Themed events, such as world book day and a range of inspirational history projects, bring the curriculum to life. Good cross-curricular links are well established. These enable pupils to practise their reading, writing, numeracy and computing skills across a range of subjects. However, opportunities are sometimes missed to ensure that pupils sharply focus on key features of high quality writing in order to raise pupils' attainment in writing further. Pupils appreciate regular visits to local places of interest, including a local museum and residential visits to Scotland and Wales for pupils in Years 5 and 6. Parents and carers praise the school. The overwhelming majority of those who responded to the questionnaire confirm that their children enjoy school, as did the overwhelming majority of pupils in the survey. Nevertheless, although the school has been successful in improving the attendance of pupils who are persistently absent, attendance overall is only average.

Monitoring and accurate self-evaluation lead to the identification of appropriate development needs. Since the previous inspection, the school has successfully sustained above average attainment, secured enhancements to provision for more-able pupils, increased the use of individualised targets to help pupils recognise the next important steps in their learning and improved the quality of teachers' marking and feedback so that pupils know how they can improve their work. Consequently, teaching is at least good and some is outstanding. These developments reflect the school's good capacity to sustain improvement.

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What does the school need to do to improve further?

- Sharpen the consistency with which pupils practise and use key features of high quality writing to build on their writing skills and raise attainment further.
- Improve attendance levels by raising parents' and carers' awareness of the importance of very regular attendance.

Outcomes for individuals and groups of pupils

2

Children join the school with skills and capabilities that are generally those expected for their age. Rates of learning and progress through the school, and pupils' overall achievement and enjoyment in their learning are good. Pupils enjoy the tasks they are given; they often set to work quickly and concentrate well. The reasons for this were illustrated in a numeracy lesson. Pupils were working hard to make geometrical shapes using modelling clay and made strong gains in their understanding of three-dimensional forms. They listened carefully to key mathematical vocabulary describing the shapes they were making, in order to sculpt them successfully. The pace of pupils' learning was brisk because they were interested in the activity and they enjoyed learning through modelling. They made good progress in their knowledge and understanding of geometry because the teacher gave clear prompts and guidance. In a literacy lesson, pupils responded well to the challenge to write an adventure story to read to younger pupils. Pupils worked productively together in pairs, sharing and developing their ideas swiftly.

Pupils with special educational needs and/or disabilities are also keen to do well. They enjoy opportunities to work with the teaching assistants to boost their literacy and numeracy skills. They confidently read aloud in their small group sessions and consequently make strong gains in their reading skills. All groups of pupils make similar good progress. Pupil buddies help pupils new to the school to settle and make new friends quickly. One parent of a pupil who joined the school part-way through their primary education typically commented, 'My child is so much happier and more confident.' Pupils speaking English as an additional language receive extra guidance in lessons so they are also confident to play a full part in their lessons and achieve well.

Pupils' behaviour is good in lessons and around the school. Pupils feel safe and are confident that adults will help them should any problems occur. Visits from local emergency services, clear awareness of road safety when coming to school on foot, by scooter or by bicycle, and advice on keeping safe when using computers ensure that pupils have a good awareness of how to keep themselves from harm. Positive attitudes to keeping fit and healthy are reflected in the high numbers of pupils who walk, cycle and scoot to school, the popularity of extra-curricular sports clubs and the school's success in achieving the Activemark and Healthy School Award. The healthy lunches cooked and served at the school are popular. Pupils take on responsibility eagerly. Year 6 pupils organise athletics activities for younger pupils at break-time, as well as lunchtime clubs for science and chess. They also enjoy looking after pupils in other years during whole-school outings. The gardening club helps to tend the school grounds and the popular school choir sings in the local community. Pupils also contribute to the local community by hosting a lunch club for local elderly residents and pupils in Year 2 are involved in Remembrance Day activities at the local cemetery each year. Charity fund-raising, celebration of festivals

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from a wide variety of cultures, links with the local church and the school's international projects support pupils' good spiritual, moral, social and cultural development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers manage classes successfully and make use of a variety of resources to motivate pupils and engage their interest. They use computers particularly well to explain new concepts clearly and ensure pupils have opportunities to use the interactive whiteboards in classrooms. Pupils make swift gains in their learning when teachers plan opportunities for them to take an active part in lessons. In a small minority of lessons, the pace of learning is not as consistently brisk when pupils spend too long listening to the teacher. Most pupils can explain their individualised targets and marking is used well to make clear how they can improve their work. Teachers check the progress each pupil is making in reading, writing and mathematics carefully. This information is used effectively to identify any pupils who need additional support in their learning. Occasionally, assessment data from the whole-school tracking system are not always as precisely analysed.

The curriculum is planned to meet all pupils' needs well. Pupils have regular opportunities to write at length in a variety of different styles although, sometimes, there are missed opportunities to expand the range of pupils' writing skills systematically. Partnerships benefit the curriculum well. For example, pupils enjoy science lessons at a local secondary school and have received guidance on setting up and running their own science club from

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students there. Volunteers make a positive contribution, for example, by hearing pupils reading. Good links with parents and carers also support pupils' good learning. Curriculum guidance, for example, makes clear to parents and carers what their children will be learning over the year. During the inspection, over 50 parents and carers of pupils in Year 1 attended a workshop on algebra. Here, parents and carers enjoyed working through exercises together with their children, and teachers supported them with guidance on how to help their children with their learning at home.

The staff play a strong role in supporting pupils' social and emotional development. Good links with a range of outside agencies promote pupils' learning and well-being and are used effectively to provide additional help for pupils experiencing difficult circumstances. The school ensures that important information is passed on when pupils move on to the next stage in their education, particularly those who may find transfer to secondary school difficult. Although systems to increase the attendance rates of targeted pupils with low attendance have been successful, the school's work to promote attendance overall is satisfactory.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, staff and members of the governing body work successfully together to ensure all pupils are valued and enjoy themselves in the school's caring and safe environment. The school tackles discrimination and promotes equality well so that rates of progress are good for all groups of pupils. Leaders and managers embed ambition well and successfully secure improvements in key aspects of the school's work, for example by increasing the levels of challenge in lessons for more-able pupils and improving the quality of marking and target setting. The governing body knows the school well and fulfils its statutory duties effectively. There are harmonious relationships between different groups of pupils and differences are respected because community cohesion is promoted well. This ensures the school is a happy community. Well-established links, particularly with schools in a variety of different countries as well as with the local community ensure that pupils have a good understanding of life in communities in the United Kingdom and globally. Procedures to safeguard pupils' health, safety and welfare are good. Staff have received up-to-date training and the school site is safe and secure. Risk assessments are detailed and thorough. Occasionally, some monitoring of documentation is less consistently rigorous.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Staff work successfully to establish positive relationships and create an environment where children develop good personal and social skills, grow in confidence and are happy. Children work and play well together. They share resources readily. For example, children in the Nursery were observed in the outside area sharing resources as they investigated water pressure using jugs, funnels and hoses. In Reception, children in the role-play area were enjoying planning holidays abroad together, and buying toys and equipment to take with them. There is an appropriate balance of adult-led tasks and opportunities for children to choose activities for themselves. Children working with an adult in Reception were exploring directions through programming an electronic mobile toy. Observations of children's interests are used well to plan activities that promote their curiosity and deepen their knowledge. For example, in the Nursery, children were learning about pets through role play in a veterinary surgery, making posters for lost pets and preparing questions to ask about caring for pet mice. Children progress well in the Nursery and Reception classes. The Early Years Foundation Stage is well led and managed, and detailed records of ongoing observations are kept. Occasionally, planning does not use information from these ongoing assessments to plan activities tailored to children's specific needs so that they make even faster gains in their skills.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

A larger-than-average proportion of parents and carers responded to the questionnaire. In the survey, the very large majority of parents and carers are happy with their children's experience of school and most are confident that the school keeps their children safe. Most evaluate the quality of the school's work to develop pupils' personal skills positively. Most agree that their children's needs are met and almost all agree that they are well taught at the school. Inspection findings generally endorse the views of parents and carers regarding pupils' personal development. Inspectors found rates of learning and progress, pupils' academic outcomes and the quality of teaching and other aspects of the school's provision to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Beatrix Potter 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 147 completed questionnaires by the end of the on-site inspection. In total, there are 284 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	106	72	38	26	2	1	0	0
The school keeps my child safe	97	66	49	33	1	1	0	0
My school informs me about my child's progress	63	43	77	52	5	3	1	1
My child is making enough progress at this school	70	48	66	45	8	5	0	0
The teaching is good at this school	89	61	55	37	2	1	0	0
The school helps me to support my child's learning	77	52	61	41	6	4	0	0
The school helps my child to have a healthy lifestyle	69	47	70	48	8	5	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)	57	39	71	48	9	6	0	0
The school meets my child's particular needs	73	50	63	43	10	7	0	0
The school deals effectively with unacceptable behaviour	69	47	67	49	5	3	1	1
The school takes account of my suggestions and concerns	57	39	74	50	11	7	0	0
The school is led and managed effectively	71	48	70	48	6	4	0	0
Overall, I am happy with my child's experience at this school	87	59	54	37	5	3	0	0

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



16 June 2011

Dear Pupils

Inspection of Beatrix Potter Primary School, London, SW18 3ER

Thank you very much for your friendly welcome and for helping us when we visited your school recently. We enjoyed our visit very much and were pleased to hear about all the interesting activities, themed events and outings that you have been enjoying. We are delighted that so many of you walk, cycle and scoot to school every day. This letter is to tell you about the judgements that we reached.

Beatrix Potter Primary is a good school. You told us that you enjoy coming to school and your parents and carers like the school very much, too. The youngest children get off to a good start in the Nursery and Reception classes. You make good progress in your learning to reach above average standards by the end of Year 6. Those of you who need extra help are well supported so that you make good progress. All of you get along well with one another and your behaviour is good. You have a good understanding of how to keep yourselves fit, healthy and safe. Teaching is good and the staff make regular checks on how well you are making progress. The adults look after you well and make sure that you feel safe at school.

To make the school even better, we have asked the teachers to make sure you have even more opportunities to practise your writing skills. We have also asked the school to work with your parents and carers to ensure that each of you comes to school every day so that you do not miss valuable learning. All of you can help by continuing to work hard. Finally, I would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard

Lead inspector

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