

# Beecholme Primary School

## Inspection report

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<b>Unique reference number</b>	102631
<b>Local authority</b>	Merton
<b>Inspection number</b>	376746
<b>Inspection dates</b>	9–10 January 2012
<b>Lead inspector</b>	Brian Netto

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	224
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Diane Moody
<b>Headteacher</b>	Kaye Seamer
<b>Date of previous school inspection</b>	June 2009
<b>School address</b>	Edgehill Road Mitcham Surrey CR4 2HZ
<b>Telephone number</b>	020 86404795
<b>Fax number</b>	020 86466043
<b>Email address</b>	school@beecholme.merton.sch.uk

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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	9–10 January 2012
<b>Inspection number</b>	376746



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## Introduction

Inspection team

Brian Netto

Additional inspector

Clementina Ogunsanwo

Additional inspector

This inspection was carried out with two days' notice. Inspectors visited 15 lessons or part lessons and observed 10 teachers. They met with staff, pupils, parents and the Chair of the Governing Body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at school plans, records of pupils' progress, policies, minutes of meetings and school self-evaluation documents. They received and analysed 163 parental questionnaires, as well as surveys from pupils and staff.

## Information about the school

Beecholme Primary School is an average-sized school. A very large majority of the pupils are from minority ethnic heritages, most of whom speak English as an additional language. The largest minority ethnic group is of South Asian heritage, and accounts for over 40% of the population. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is lower than the national average. Since the last inspection, there have been significant staffing changes, including posts at leadership level. Floor standards have been exceeded. The school has received a number of awards including Healthy Schools status.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- Beecholme Primary is a good school. It has improved significantly since the previous inspection, and improvements have been made in pupils' achievement, the quality of teaching and in leadership and management. The school has also developed strengths in the provision for pupils' spiritual, moral, social and cultural development. More recent changes in staffing have enabled the school to tackle areas of weakness and remove some of the barriers to improvement.
- The attainment of pupils is broadly average and their achievement is good, although girls are not performing consistently as well as boys. Standards in reading are above average in Key Stage 1 and are improving in Key Stage 2; they are above average for the current Year 6.
- The teaching is ensuring the good progress of all groups of pupils, including those with special educational needs and/or disabilities. Pupils are making progress at rates faster than the national average.
- Although teaching has improved and is good overall, there remain a few inconsistencies, particularly in the teaching of mathematics. The provision for developing pupils' mathematical skills does not yet extend sufficiently to all other areas of the curriculum.
- Pupils' behaviour and safety are good and this comes in part from the effective relationships the school has built with its parents and carers.
- Pupils show considerable respect and care for each other, and have very positive attitudes to learning.
- Effective leadership and strategic planning have enabled the school to focus on key priorities and build on key strengths.

## What does the school need to do to improve further?

- Continue to raise the achievement of girls across the school so that they do consistently as well as boys by June 2013, by:
  - providing more opportunities for independent learning
  - increasing the opportunities for girls to take on leadership roles and more responsibilities around the school and within the local community.

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- Improve the quality of teaching of mathematics so that more teaching is consistently good or better by:
  - providing sufficient time for pupils to be able to respond to comments in teachers' marking on how to improve
  - increasing opportunities for the development of mathematical skills across all subjects
  - providing more opportunities for staff to share good practice.

## Main report

### Achievement of pupils

Children enter the Nursery with skills well below age-related expectations and many are early learners of English. They make good progress towards most of the early learning goals, although progress in language development is much slower. Adults work well together to plan activities which support children in their learning to create a good balance of outdoor and indoor learning as well as activities which are led by teachers and those chosen by the children.

Pupils with special educational needs and disabilities make good progress in line with their peers. All other groups of pupils, including those who speak English as an additional language, also make good progress. Girls' progress is good, though in comparison to boys it is not as consistent across all year groups. The good progress observed in lessons is supported by teachers' detailed planning and activities are usually well matched to the needs of the pupils. For example, pupils were able to demonstrate excellent independent learning skills in a Year 5 project lesson on ancient Greek culture. This was because the guidance from the teacher was clear and carefully linked to targets. Pupils are typically very engaged with the learning, active participants in partner work, and willing to respond to teachers' questions, and this helps to ensure their good progress.

Attainment at the end of Year 6 for all groups, including girls, has been broadly average over the last few years. In 2011, attainment in reading at Key Stage 1 was above national averages for all groups of pupils. Although performance in reading at Key Stage 2 was below average in 2011, better progress this year is ensuring that pupils are now achieving above average levels in reading by Year 6. The school's current data show that pupils in Year 6 are on track to exceed the national floor targets this year. Some variations in rates of progress between different classes and in different subjects are largely attributable to the small size of some cohorts of pupils. Overall, pupils' skills in reading, writing and communication are better developed than their mathematical skills. Pupils, however, are making progress at rates faster than is the case nationally. A large majority of parents and carers agree that their children make good progress.

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## Quality of teaching

The quality of teaching has improved significantly since the last inspection. Parents and carers agree that teaching is good in the school. This improvement has come about largely as a result of carefully targeted professional development, especially through the 'securing good or better teaching' programme. The impact of this has been seen particularly in the teaching of literacy, which is consistently effective and engages the pupils. There remain a few inconsistencies in the teaching of mathematics. For example, pupils' opportunities to respond to teachers' feedback in marking are fewer in mathematics, so skills are not fully consolidated. Pupils' interests and curiosity were engaged in lessons by imaginative teaching materials. Pupils' independent learning skills are developed especially at Key Stage 2 through 'brain builders' homework tasks. These tasks provide opportunities for parents and carers to support their children's learning. These tasks are not yet ensuring that girls consistently make the same progress as boys. Opportunities to promote independent learning skills for girls across the school are more limited.

Developing pupils' language skills is promoted well through the curriculum, for example, during the doctor's surgery role play in the Nursery. Effective strategies to blend and sound letters were used with children in Reception class as well as pupils in Year 2. In the best lessons, the pace is quick, and ongoing assessment enables teachers to pick up difficulties and modify the teaching to meet the needs of the pupils. For example, effective questioning in a Year 3 history lesson helped pupils develop confidence in talking about past invasions of Britain. Pupils are less confident in using and applying mathematical language and skills. The Power of Reading programme is enhancing opportunities for pupils to develop their reading skills. In one Year 5 class, during a guided reading session on the journeys of Ulysses, the teacher used careful questioning to develop pupils' skills in inferring and predicting events, and developing empathy for the characters. Regular use of 'thinking partners' in lessons enables pupils to reflect on their learning and to develop strong interpersonal skills.

Improvements in teachers' curriculum planning ensure that in most lessons activities are well matched to the needs of all groups of pupils. Pupils respond well to teachers' assessments during the weekly 'purple cloud' time, when pupils are encouraged to reflect on written feedback in their books. This allows marking to support pupils' progress in their learning. This is particularly effective in literacy work but is less well developed in mathematics.

## Behaviour and safety of pupils

Pupils' behaviour in lessons and around the school is typically good. Pupils are genuinely enthusiastic about learning and eager to contribute. Girls and boys participate fully in paired work and whole-class talk. Pupils regularly collaborate in mixed groups where relationships are strong. Although some pupils raised concerns about behaviour, incidents of poor behaviour are minimal as reflected in the very low exclusion rates and records of other incidents, including bullying, in recent years.

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Pupils are polite and courteous with each other and towards visitors. As one parent commented, it is a 'very friendly school in which teachers and pupils know everyone not just in their own year... the school clearly demonstrates a strong focus on developing the whole child'. Boys and girls take on a number of different responsibilities across the school particularly some of the older pupils. Further opportunities for greater participation in the work of school and wider community are planned to help to increase their confidence, particularly the girls'.

Attendance is above average. Pupils clearly enjoy coming to school, and the strong care and attention given to individuals contribute to their good personal development. In the playground pupils say they feel safe because of 'the presence of grown-ups'. Pupils are confident in adults' ability to promptly respond to any problems they have. Pupils agree that bullying of any kind is dealt with effectively by the school. Parents and carers agree that the school does all it can to ensure the safety of the pupils. The school has 'a very safe and homely feel where staff and children look out for each other'.

## **Leadership and management**

This is a highly inclusive school, which is welcoming to all communities. As one pupil said, 'No one is left out.' Since the last inspection, development planning has improved significantly. The school development plan provides clear success criteria for targets based on a careful analysis of the school's strengths and weaknesses. As a result, the quality of teaching has improved. Members of the governing body have played a significant role in supporting the strategic development of the school. The plans provide a good basis for the school's monitoring and evaluation. Improved leadership is ensuring that the school has a good capacity to sustain these improvements.

The curriculum provides many opportunities to stimulate and engage pupils' interests and to appreciate the arts through visits to museums and the theatre. For example, the Power of Reading programme is encouraging pupils to widen their reading interests and further develop their abilities in writing with a visit to see a production of *Charlotte's Web*. As one pupil said, 'Trips are fun and educational'. There are more limited opportunities for pupils to apply mathematical and problem-solving skills across the curriculum. A strength of the curriculum is its contribution to the good spiritual, moral, social and cultural development of the pupils as it provides considerable opportunities for pupils to demonstrate their awareness of the wider world.

Although there have been significant staffing changes, effective recruitment and careful planning for the future have enabled the school to ensure that monitoring and evaluation systems continue to support school improvement. Staff are supported by well-targeted professional development, though less attention has been paid to sharing good practice in the teaching of mathematics. The school works closely with local partners to promote professional development opportunities for staff. This has contributed to improvements in the quality of teaching.

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Parental partnerships are extremely strong in the school. Over 73% of parents and carers responded to the Ofsted survey and a very large majority were positive about the school. The regular weekly 'drop in' session for parents supports families by providing an informal opportunity to talk about reading, and the school's rich bilingual library is well used by many parents and carers. Statutory requirements in safeguarding are met. The school's promotion of equal opportunities is at the heart of its work. This comment by one parent reflects the views of many: 'The staff are very caring and I feel they try hard to integrate all children into the school society.'



## 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



11 January 2012

Dear Pupils

**Inspection of Beecholme Primary School, Edgehill Road, Mitcham, London CR4 2HZ**

Thank you so much for making us feel welcome when we visited your school recently. You told us many of the good things about your school, and how you enjoyed learning because it is so much fun. We were very impressed by how much you enjoy taking part in lessons and always try to do your best. I enjoyed being shown around the school by a small group of you, who pointed out all the work you do and talked to me about why you all get on so well together.

We would like to tell you about what we found. Yours is a good school, and it has some real strengths. For example, the school does a lot to help you develop your ability to reflect, to work together and mix with others, to understand the difference between right and wrong, and to appreciate the cultural diversity of our society. You told us that you feel safe in school because teachers and other adults look after you and help you understand how to keep safe. You behave very well.

Your headteacher and the staff are also keen to make the school even better. We have asked your teachers to help you use mathematical skills more often during the day in different subjects, so that you can all achieve better. We also think that girls can improve in some areas, so we have asked the school to provide more opportunities for girls to learn independently and take on more responsibilities across the school. You can all help by continuing to show an interest in what you are learning.

We trust that you will all continue to behave well and attend school regularly. We wish you all the best for the future.

Yours sincerely

Brian Netto  
Lead inspector

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