

# Belvedere Infant School

Mitchell Close, Belvedere, Kent DA17 6AA

<b>Inspection dates</b>	13–14 July 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- School leaders, including the governing body, have quickly put in place robust systems for managing the performance of teachers, linked to targets and training. As a result, teachers and other adults are working together as a professional team determined to raise standards further.
- The school's well-planned curriculum provides good opportunities for developing pupils' spiritual, moral, social and cultural development. There are good opportunities for pupils to develop their literacy and numeracy skills across the wider curriculum.
- Teachers and other adults have a secure understanding of the age group they are working with and the requirements of the new curriculum.
- Effective leadership has improved the school markedly since the previous inspection. Consequently, the quality of teaching, learning and assessment is good, and pupils make good progress from their different starting points.
- Pupils' attainment in reading, writing and mathematics has improved steadily. Standards are above the national average by the end of Year 2 in reading and mathematics, and in line with writing in 2016. Pupils are well prepared for the next stage of their education.
- The teaching of phonics (letters and the sounds they make) has improved over the past two years and is good.
- Children in the early years enjoy the wide range of learning activities, both inside and outside the classrooms, that enable them to achieve well.

### It is not yet an outstanding school because

- There is variability in the quality of subject leadership and the impact this has on improving teaching, learning and assessment.
- Occasionally, teachers do not correct pupils' misconceptions or use their existing knowledge about pupils to set work which extends pupils' knowledge, understanding and skills.
- While the majority of pupils behave well, a small minority interrupt lessons or are slow to follow the school's expectations of behaviour.
- Some pupils and parents comment that, on occasions, bullying takes place.

## Full report

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

- Ensure that pupils' personal development, behaviour and welfare is consistently good across the school and that parents are reassured that behaviour and bullying incidents are dealt with.
- Develop the roles of subject leaders so that they take greater responsibility for developing the quality of teaching, learning and assessment in their subjects.
- Ensure that teachers adapt planned learning swiftly to address pupils' misconceptions so that pupils progress on to work that extends their knowledge, understanding and skills.

## Inspection judgements

### Effectiveness of leadership and management is good

- Through strong management, the quality of teaching has improved significantly since the previous inspection. Senior leaders have set up new and highly effective systems for ensuring that staff performance and pay awards are rigorously linked to pupils' progress and outcomes. Senior leaders place a strong focus on how well pupils are achieving. They give clear guidance on what staff and pupils need to do to improve, and check that the advice given is followed. As a result, teaching has improved, pupils learn well and are now prepared effectively for the next phase of their schooling.
- School leaders have facilitated staff visiting a local 'outstanding' school and two 'good' schools to gain ideas, and discuss new approaches to assessment and curriculum planning. 'Challenge questions' are now linked to the standards statements in the national curriculum, with questions colour coded to identify where mastery can be developed in English and mathematics.
- Since the last inspection, leaders have prioritised the development of an assessment and tracking system for English and mathematics. This has been successful in leading to better achievement among pupils. Senior leaders have a good grasp of the progress of individual pupils and groups of pupils in literacy and mathematics, and they monitor this closely. They use assessment information to analyse gaps in pupils' knowledge and understanding. Strong and clear procedures ensure that these gaps in pupils' knowledge are tackled in classroom teaching and through targeted intervention groups, led effectively by teaching assistants and teachers.
- The new curriculum is well planned. Leaders ensure that whole-school themes are matched to the new curriculum and enable strong cross-curricular links to be made. Good progression of skills is planned in literacy and mathematics. There are frequent opportunities for these subjects to be effectively developed further in other subjects, such as recording results in tables and charts in science.
- Pupils' spiritual, moral social and cultural development is planned well throughout the curriculum. Pupils spoke knowledgeably about their learning of Hinduism, Islam, Christianity and Judaism. Their learning is clearly enhanced by the teaching of different religions, supporting an awareness of the many cultures and religions in modern Britain. Greeting signs in different languages celebrate diversity. A multicultural week further supports pupils in celebrating and learning about cultures other than their own and reinforces the importance of liberty, respect, law and tolerance, which underpin British values. Termly written reports to parents, 'my unique story', identify future targets for pupils' spiritual, moral, social and cultural development alongside reading, writing and mathematics.
- The additional funds for primary physical education (PE) and sport have been used successfully to enhance the school's sporting provision and extra-curricular clubs. Pupils' learning in PE now strongly benefits from access to specialist sports coaches. The focus has been on the introduction of inter-class competitions, led by the specialist sports coaches, and in encouraging more pupils to be active at lunchtimes. These initiatives, along with a recent parental workshop linking healthy eating and being active, are effectively raising pupils' awareness of healthy lifestyles.
- There is precise planning for high-quality, targeted help for disadvantaged pupils through the pupil premium funding. Reviews of learning in pupils' books indicate that this additional help has increased rates of progress for disadvantaged children from their starting points. They have an equal opportunity to participate fully in all aspects of school life.
- The headteacher and deputy headteacher enable staff to develop their own leadership skills, providing opportunities for training, growth and collaboration with local schools. They are committed to continuing professional development and staff training. In subjects other than English and mathematics, systems to assess pupils' understanding and skills are not yet securely in place. Not all subject leaders fully consider pupils' progress when they make checks on learning in their areas of responsibility. This means that some teaching does not systematically build on pupils' existing knowledge and skills. Work in class topic books and in pupils' learning journals shows coverage of a broad curriculum but many planned activities are discrete lessons. These lessons are not successful enough at making consistent links with what pupils have learned previously.
- The local authority provides helpful support to leaders and governors, and has a good knowledge of the school. It has secured the school's journey of improvement through regular partnership board meetings and visits. On these visits, the local authority has gathered first-hand evidence of the impact of actions identified in the school's improvement plan. School visits have included reviews of safeguarding practice and related policies, observations of teaching, talking to pupils, and reviewing pupils' learning in their books. The local authority continues to provide effective support, particularly in helping leaders to

evaluate the quality of learning across the school.

■ **The governance of the school**

- Governance is good. Governors have recently audited their individual skills and recruited new governors to ensure that their collective skills are relevant to the needs of the school. They use these skills effectively to support school leaders, thus contributing to the swift improvements evident since the last inspection.
  - Governors visit the school regularly and gather information from a range of sources. As a result, they have a good knowledge of the school's strengths and areas requiring further development. They make sure that they use this knowledge when reviewing whole-school performance and they have ensured that effective systems are in place to manage the performance of the headteacher and other staff.
- The arrangements for safeguarding are effective and training for staff is thorough and up to date. Staff spoken to were clear how to act on any concerns. Referrals are promptly made to relevant agencies and are rigorously followed through.

**Quality of teaching, learning and assessment is good**

- Teachers are developing a wide repertoire of techniques to promote learning and are sharing these with colleagues across their own school and with other schools. As a result, the impact of teaching on pupils' learning is continually improving and leading to pupils making good progress over time. For example, teachers and other adults regularly video their practice to discuss what went well and how lessons can be improved further. At their most effective, teachers facilitate pupils' good learning and behaviour through using stimulating resources, thoughtful questions and clarity of expectations.
- Ongoing professional dialogue and review with colleagues is helping teachers to seek out new approaches to teaching and learning that best meet the needs of their pupils'. For example, a whole-school approach to building pupils' confidence in their ability to learn has contributed to their perseverance in tasks and the good progress seen in their books. Parent workshops have reinforced, across the community, the importance of encouraging pupils to think hard and believe that their abilities can be developed through dedication and hard work.
- Ongoing reviews of pupil progress and learning are closely linked to teachers' own individual 'pedagogy plans'. A common theme has been the development of year group curriculum plans to ensure full coverage of the new curriculum and the identification of 'challenge questions'. The planning of these 'challenge questions' is facilitating the identification of the most able pupils and contributing to the increased proportions working at greater depth. The use of 'cold' and 'hot' tasks at the start and end of units of work ensures that teachers have a better overview of what pupils know and can do.
- Since the last inspection, staff training in writing, the teaching of phonics and 'better reading' has resulted in improved teaching of reading and writing skills. Pupils have plenty of opportunities to plan, review and develop their writing in a range of styles across the curriculum. Pupils write lively and interesting stories, poems and reports. The most able pupils read challenging texts with confidence, fluency and expression. Pupils say they really enjoy their topic work and are inspired to find out more at home. For example, a pupil eagerly showed a magazine she had borrowed from her grandmother so that she could research further about the Queen, as part of their class work.
- Teachers demonstrate a good knowledge of the requirements of the new national curriculum, particularly in mathematics and English. Adults in support roles are well trained and actively contribute to learning in lessons, showing a good knowledge of mathematics and English. This good knowledge of mathematics and English among staff is ensuring the correct and consistent use of mathematical vocabulary across the school. It is also enabling the identification in lessons of clear steps to success, supporting pupils in their learning.
- A sharp focus on developing basic writing and reading skills at an early stage, and a consistent approach to teaching them, clearly benefits pupils who speak English as an additional language. Strategies such as teachers' use of symbols that pupils understand from their literacy books in their feedback and marking are supporting these pupils further in making the same good progress as many of their classmates.
- The new, visual, marking system is helping pupils to identify and articulate what went well in their learning. The 'learning bar' is effective in helping pupils to identify clearly what they need to improve. As a result, pupils were able to tell inspectors how they could improve their work and where they were successful in their learning. However, pupils' learning in books showed that, occasionally, teachers do not correct pupils' misconceptions. Sometimes pupils' responses to teachers' feedback are not considered by

teachers. On these occasions, future planning is not adapted to address pupils' misconceptions or reviewed to plan work that extends pupils' knowledge, understanding and skills further.

## **Personal development, behaviour and welfare** requires improvement

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare requires improvement. Some pupils and parents comment that, on occasions, bullying takes place.
- Parent View (the online parent questionnaire) contains comments which include, 'there is still bullying but no action taken' and 'behaviour has deteriorated'. Forty-four percent of those who responded using Parent View disagreed or strongly disagreed that the school deals effectively with bullying. These comments were reinforced by some parents who spoke to inspectors at the start of the school day. Leaders are aware that they need to seek new ways to reassure parents that behaviour and bullying incidents are dealt with appropriately.
- Senior leaders undertake appropriate health and safety checks to ensure that pupils are safe. Pupils spoke confidently about what happens if someone falls down in the playground or hurts themselves. They confidently described the actions adults take, saying, if you tell an adult 'they sort it out'. Pupils could list the reasons why notes are sent home or treatment is given, for example head injury or grazed knee.
- Pupils are taught about road safety and how to keep themselves safe when using the internet. They have a good knowledge of how to become and remain healthy, learning about the benefits of eating fresh fruit and vegetables. They enjoy the healthy lunches provided and know that it is important to finish your lunch before starting your pudding. Pupils were seen taking responsibility by carefully scraping their trays into the waste bins after finishing their lunch, making sure no food fell onto the floor.

### **Behaviour**

- The behaviour of pupils requires improvement. While the majority of pupils behave well, a small minority interrupt lessons or are slow to follow the school's expectations of behaviour.
- During breaktime, inspectors saw some examples of behaviour which was not good; for example a few pupils playing boisterously, climbing onto tables and playing with equipment inappropriately. Though the majority line up sensibly at the end of playtime, learning time is lost as a few pupils do not follow the school's routines swiftly. Pupils' behaviour, particularly at breaktimes, requires improvement to ensure that it mirrors the best behaviour seen in classrooms and around the school.
- Pupils' attendance is broadly average. Successful strategies, such as the school's 'fast track' system of contacting families, have led to a reduction in the persistent absence of disadvantaged pupils. Pupils are punctual to school.
- The majority of pupils are polite, well-mannered and show respect to their teachers and other adults. The overwhelming majority enjoy coming to school and feel safe. Staff who responded to the online staff survey confirmed this view.

## **Outcomes for pupils** are good

- Since the last inspection, standards in writing, reading and mathematics have risen considerably throughout the school. In 2015 the proportions of pupils in Year 2 securely reaching the expected standards for their age increased from below the national average at the time of the previous inspection, to above the national average.
- Work in pupils' books and current unvalidated 2016 assessment information for Year 2 shows that pupils are continuing to achieve well and reading is a strength. In reading, 80% of pupils achieved the new expected standard in 2016 when being taught and assessed against the higher standards expected under the new curriculum. In writing, this was 73% of pupils and in mathematics 77% achieved the new expected standards for their age. Current end of key stage 1 results cannot be compared to previous results, as pupils are now assessed against a new, more challenging expected standard.
- Inspection activity and workbook scrutiny confirm that all groups of pupils make good progress across the curriculum. At the time of the last inspection the proportion of pupils exceeding the expected standards in all areas, reaching the higher levels, was well below the national average. In 2015, the proportion of pupils in Year 2 who exceeded the expected standards in reading, writing and mathematics was in line with the national average. The proportion of pupils working at greater depth remains strong, particularly

in reading and mathematics. This is because teachers plan opportunities for pupils to develop their literacy and mathematics skills across the curriculum. Pupils' books show that the most able pupils currently make at least good progress in these subject areas.

- The school tracks different pupil groups well. Senior leaders clearly understand that pupils in the school often fall into more than one category of being closely tracked, as the school is doing with White British pupils who underachieve. For example, these White British pupils may have a special educational need as well as being eligible for free school meals. Learning in books shows that pupils who have special educational needs and/or disabilities are well supported. Their needs are identified early so that specific support can be given to help them progress well from their various starting points. Disadvantaged White British pupils receive good support across the school, often from well-trained additional adults. Targeted additional interventions, such as 'the little heroes' group, are supporting close working with families. Consequently, the gap that existed between these pupils' attainment and that of others in the school is narrowing.
- Leaders are aware that although Year 2 results in 2015 showed that gaps closed last year at the end of key stage 1 between disadvantaged pupils in the school and other pupils nationally, outcomes for this group are still below those of other pupils nationally. Learning in pupils' books demonstrates that current disadvantaged pupils make similar progress from their starting points as others in the school. However, the proportion of disadvantaged pupils achieving the new, more challenging expected standard is lower than other, non-disadvantaged pupils at the school. Leaders know that many of these pupils have additional needs, especially special educational needs, and they provide effective support. Appropriate strategies are in place to close these gaps. No comparisons are available, as yet, against other pupils nationally for 2016.
- A consistent approach to the teaching of phonics has led to a marked increase in the proportion of pupils in Year 1 meeting the expected standard in the screening check since the last inspection in 2014. Proportions were higher than the national averages in 2015 and remain strong for 2016. The youngest pupils make secure gains in their reading as they use their phonics skills effectively when they read.

## Early years provision

**is good**

- The early years is well led and has improved significantly since the previous inspection. The early years leader knows what works well and what needs to be improved. She leads the team well, monitoring and reviewing the effectiveness of teaching and the impact it has on children's learning.
- Children enter the Nursery class with skills and abilities that are generally below those typical for their age. In the last two years, they have made good progress as they move through the early years. The proportion of children who achieve a good level of development at the end of the Reception class has steadily increased and was above the national average in 2015. Consequently, teaching is typically good. The proportions of children achieving a good level of development remained similar for 2016 and the children are well prepared for Year 1.
- Good opportunities are provided for staff to undertake regular training and development, including sharing effective practice with other local schools. This results in accurate observations and records of what children can do. This was confirmed by the local authority at the recent borough moderation and from the examination of children's records by the inspectors.
- The effective use of additional funding for disadvantaged children has resulted in gaps in learning being narrower than nationally in 2015. Leaders know that some of these children have additional learning needs, particularly special educational needs. They have continued to provide effective support so that in 2016, current children in the school make good progress.
- A range of effective strategies, such as the early years coffee sessions and Friday reading mornings, are encouraging further the engagement of parents in their children's learning. During the Friday reading mornings parents review and contribute to their child's learning journey records. These learning journey records bring together detailed observations of children's learning, clearly identifying next steps in their learning and tracking what they are able to do so far. This is helping parents to be clear about the progress their child is making.
- Accurate records of children's learning help adults plan learning experiences that are appropriate to each child's stage of development and interests. Children were seen enjoying making a house for the three billy goats safely, using saws, drills and hammers with care. Children quickly grow in confidence and self-esteem because they are given regular opportunities to make choices about their learning. Good

relationships mean that children quickly feel secure in school and are keen to learn. However, on occasions children were seen running too eagerly to activities.

- Classroom areas and outdoor spaces are well organised to ensure that children can move between activities safely. Adults encourage children to respond individually to questions, to use equipment skilfully and to talk to each other; for example, helping them to use tape measures correctly to measure the wood for the house, or the height of the sunflowers in the growing area. Resources are carefully planned to broaden and support children's experiences. Adults' questioning provides good opportunities for children to develop their language, like modelling 'bigger than' and 'smaller than' when measuring the sunflowers or the wood on the workbench.

## School details

<b>Unique reference number</b>	101438
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10009177

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	317
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pamela West
<b>Headteacher</b>	Linda Mulley
<b>Telephone number</b>	020 8311 9092
<b>Website</b>	<a href="http://www.belvedereinfants.co.uk">www.belvedereinfants.co.uk</a>
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<b>Date of previous inspection</b>	22–23 January 2014

## Information about this school

- This is a larger than average-sized infant and nursery school. It has three classes in each year group from Reception Year to Year 2. The school provides part-time provision for three-to-four-year-olds in one morning Nursery class and in one afternoon Nursery class.
- Most pupils are from White British backgrounds or Black African backgrounds. The proportion of pupils from minority ethnic backgrounds is above the national average. Three quarters of the remaining pupils are represented by several ethnic groups, with a quarter represented by those from an Indian heritage.
- Just over half of the school population speak English as an additional language.
- The proportion of pupils who receive support through the pupil premium funding is above average. The pupil premium is additional government funding given to schools for disadvantaged pupils who are eligible for free school meals or are looked after by the local authority.
- The proportion of pupils with special educational needs and/or disabilities is slightly higher than the national average. However, the proportion of pupils with a statement of special educational needs or an education, health and care plan is below average.
- The school meets the requirements on the publication of specified information on its website.



## Information about this inspection

- Inspectors observed learning in 22 lessons. Some joint observations took place with the headteacher and the deputy headteacher. As well as looking at pupils' work during lessons, inspectors scrutinised a selection of pupils' books throughout the school. Inspectors also observed an assembly.
- In the afternoon of the second day of the inspection, pupils in the Year 2 classes were on a planned visit to the local junior school.
- Inspectors spoke with a group of pupils. They observed pupils during playtime and lunchtime, and spoke with pupils informally throughout the two days. They also listened to pupils read.
- Meetings were held with senior staff, subject leaders and teachers in the early stages of their teaching career. Inspectors met with administrative staff responsible for attendance and those who carry out checks that staff are suitable to work with children. Meetings were also held with members of the governing body and with two representatives of the local authority.
- The inspection team reviewed a range of documentation provided by the school, including the school's improvement plan, minutes of meetings of the governing body, documents relating to safeguarding and performance management, behaviour and attendance, and information about pupils' attainment and progress. The school's website was also reviewed.
- The 17 responses to the online parent questionnaire (Parent View) were taken into account, as were the 16 replies to the staff survey. The views of parents were also collected at the beginning and end of the school day, and from comments received electronically from 10 parents.

## Inspection team

Jean Thwaites, lead inspector	Her Majesty's Inspector
Rajeshree Mehta	Ofsted Inspector
Jeffery Quaye	Ofsted Inspector

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