

Inspection of a good school: Beatrix Potter Primary School

Magdalen Road, Earlsfield, London SW18 3ER

Inspection dates: 19 and 20 June 2024

Outcome

Beatrix Potter Primary School continues to be a good school.

What is it like to attend this school?

Pupils typically look forward to coming to a school where they said, 'no new day is the same'. They enjoy learning new things. They are safe and know that staff will help them if they have any concerns.

The school aspires for all its pupils to 'flourish and succeed'. Pupils are motivated to work hard. They achieve well particularly in reading, writing, and mathematics.

The school's core values of kindness and respect are reflected in the interactions pupils have with each other, and with adults. Children in the early years sensibly share resources and take turns. This lays a foundation for cooperative behaviour. Pupils are courteous, polite, and confident. This is a respectful and friendly school community.

The school encourages pupils to respect the cultures and beliefs of others. Collating cooking recipes from a wide variety of communities and supporting the local food bank are examples of projects that encourage pupils' understanding and empathy. Pupils also take part in music and drama festivals, performing for residents of the local area. One parent or carer commented, echoing the view expressed by many: 'The pupils, school staff, and the community of parents work incredibly well together to help the school thrive. It has been such a privilege being a part of this cohesive community.'

What does the school do well and what does it need to do better?

Leaders have implemented a carefully designed and well-considered curriculum. It ensures that pupils acquire the necessary knowledge to grasp new concepts. This allows pupils to build upon their prior learning cumulatively. For instance, in geography, children in the early years learn about landmarks during a tour of London. This knowledge prepares them for learning about the four countries of the United Kingdom and their capital cities in Year 1.

Staff use effective models and images to help pupils to understand new content. Pupils have plenty of opportunities to practise and consolidate their learning. In mathematics for

example, pupils take part in extra sessions every afternoon to practise their multiplication tables. Teaching allows for discussions about the subjects pupils study. On occasion, pupils are set activities that are not as effective in supporting them to learn the intended subject content.

Pupils with special educational needs and/or disabilities (SEND) are identified at the earliest opportunity. Effective adaptations to teaching and resources support the learning of pupils with SEND. As a result, pupils, including those with SEND learn the curriculum well. Sometimes however, pupils' understanding of subject vocabulary is not as secure as it should be.

The school has prioritised the teaching of early reading. Leaders have ensured that staff are trained to deliver the school's chosen phonics scheme effectively. As a result, the phonics program is delivered with precision and consistency.

The school uses assessment information well. For example, the school uses the information to identify at the earliest opportunity any pupils who are lagging in learning phonics. Where needed, pupils receive timely and targeted support. This allows them to catch up quickly with their peers. Pupils show fluency as they read books which match the sounds they already know. They demonstrate a genuine love of reading, and of books. Adults read to pupils daily. Older pupils in school act as reading ambassadors who listen to younger pupils read. As a reward for the support they provide, reading ambassadors spend time speaking with visiting authors in the school's library.

Pupils behave well, in and out of lessons. They are attentive and they work hard. They take part in discussions and follow instructions promptly. Disruptions to learning are rare. Pupils attend school regularly. Leaders make every effort to support pupils whose attendance is a concern.

The school works with local sports clubs so that pupils can access specialist coaches and dedicated facilities. Pupils develop their leadership skills by taking on roles including as eco-councillors or peer mentors. They experience democracy first hand as they elect their school council representatives.

The governing body uses the school's resources to ensure that disadvantaged pupils have an equal opportunity to enjoy the many enrichment activities that the school organises.

Staff appreciate that they have enough time to complete tasks assigned to them. They said that leaders often think about staff workload when introducing initiatives.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, pupils' understanding of subject-specific vocabulary is not as secure as it should be. When this happens, pupils are helped to learn more of the subject content. The school needs to ensure that teaching supports pupils in knowing and understanding subject-specific vocabulary.
- Occasionally, activities given to pupils detract from learning the intended subject content. As a result, learning is hindered. The school should ensure that the activities pupils are set closely match the learning objectives.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in December 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100997
Local authority	Wandsworth
Inspection number	10345704
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	324
Appropriate authority	The governing body
Chair of governing body	Simon Rhoades
Headteacher	Amanda Robertson
Website	www.beatrixpotterschool.com
Date of previous inspection	5 March 2019

Information about this school

- The school uses one alternative provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspector held discussions with the headteacher and other members of the senior leadership team.
- The inspector also met with members of the governing body, including the chair of governors.
- The inspector carried out deep dives in these subjects: early reading, geography, and mathematics. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers and pupils, and looked at samples of pupils' work. Other subjects were considered as part of this inspection.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered

the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspector also considered the views of parents through their responses to Ofsted's online survey.

Inspection team

Edison David, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024