

# INSPECTION REPORT

**BEDDINGTON INFANTS' SCHOOL**

Wallington

LEA area: Sutton

Unique reference number: 102983

Headteacher: Mrs C Green

Reporting inspector: Mr J Tyler  
20506

Date of inspection: 2<sup>nd</sup> February 2000

Inspection number: 191376

Inspection carried out under section 10 of the School Inspections Act 1996

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	Croydon Road Wallington Surrey
Postcode:	SM6 7LS
Telephone number:	0181 647 7813
Fax number:	0181 773 3138
Appropriate authority:	Governing body
Name of chair of governors:	Mr J Wolf
Date of previous inspection:	13 <sup>th</sup> January 1997

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Beddington Infants is about the same size as most other primary schools. The 205 pupils are organised into seven classes and two more Reception classes are formed in the summer term. A further 52 children attend the nursery. Pupils come from a broad range of backgrounds. About 17% of pupils are eligible for free school meals, which is similar to the national average. The number of girls and boys is reasonably balanced. There are 11 pupils for whom English is as an additional language, which is higher than in most schools. There are 57 pupils on the school's register of special educational needs, giving a proportion that is slightly above average. Pupils enter the school with widely varying attainment but it is, on balance, above what is found nationally.

### **HOW GOOD THE SCHOOL IS**

This is a very effective school in which pupils thrive. Standards are well above national averages in literacy and numeracy, above average overall, and are rising. Pupils' attitudes, behaviour and personal development are very good. There are significant strengths in educational provision, including good teaching. The leadership and management of the school are very effective. There are many strengths and few weaknesses, and the school gives very good value for money.

#### **What the school does well**

- Standards in English and mathematics are well above average.
- Teachers make lessons interesting and challenging so that pupils of all abilities make good progress.
- Pupils' attitudes, values, behaviour and personal development are very good.
- The headteacher, with the strong support of governors, staff and parents, creates an atmosphere in which the school continuously tries to improve and in which pupils thrive.

#### **What could be improved**

- Teachers do not fully exploit opportunities to develop speaking and listening skills through pupils discussing ideas in pairs and groups.

*The area for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made very good improvements since the last inspection in January 1997. Standards have risen in English, mathematics and science. Behaviour at lunchtimes, which had given some concern, is now very good. The quality of teaching has further improved, particularly in English and mathematics, and in planning work at appropriate levels for pupils with different needs. Planning for the needs of pupils with special educational needs is more precise and detailed. The leadership and management of the school has improved, especially in monitoring and improving the quality of teaching and learning, and strengthening the school's partnership with parents.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools *
	1997	1998	1999	1999
Reading	A	D	B	B
Writing	E	E	A	A
Mathematics	C	D	B	B

**Key**

well above average    A  
 above average        B  
 average                C  
 below average        D  
 well below average   E

\* This means schools with similar proportions of pupils who have free school meals.

The standard of work seen from five-year-olds was above the expectations for their age. The table above shows that the school had good results in the 1999 national assessments for seven-year-olds. They were higher than national averages and those for similar schools. The school sets itself challenging targets and works hard to achieve them. Standards are rising and work seen during the inspection was well above expectations in literacy and numeracy and above expectations in science. Pupils of all abilities achieve well in relation to their earlier attainment, and those with special educational needs make particularly good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very positive. They are keen to learn. They usually listen attentively, try hard and show considerable perseverance.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils concentrate on their work even when not under direct supervision. They play co-operatively in the playground.
Personal development and relationships	Pupils form very good relationships with each other and with adults. They have high self-esteem and celebrate each other's successes. Pupils take responsibility for tasks in classrooms and around the school.
Attendance	Attendance is similar to the national average. Unauthorised absence is low. Pupils are punctual.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching is good overall, and is particularly good in literacy and numeracy lessons. Teachers set interesting and challenging tasks that match the needs of individual pupils. Pupils respond positively because they understand what they are expected to do and how they can achieve success. Some opportunities are missed to develop speaking and listening skills. Teachers and other adults work together well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and good cross-curricular links help pupils make sense of their learning. Teachers plan together so that pupils in the same year groups receive equal provision. Visitors and extra-curricular activities enrich pupils' experiences.
Provision for pupils with special educational needs	Precise targets and detailed planning for pupils with special educational needs enables them to make very good progress. Planning for the needs of very able pupils is also strong.
Provision for pupils with English as an additional language	The school provides well for the needs of these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Moral, social and cultural development is fostered very well. There are clear expectations of behaviour, adults are good role models, individuals are valued, and cultural traditions are celebrated. Sound provision is made for spiritual development.
How well the school cares for its pupils	The school cares for pupils very well. There is good supervision throughout the school day. There is good co-operation with external agencies.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives excellent leadership and management, and is strongly supported by the deputy headteacher and senior staff. There is good teamwork and the school has a very strong ethos.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities very effectively. It sets a clear direction for the school. The school's management and improvement plan includes appropriate targets for development.
The school's evaluation of its performance	There is very effective monitoring of teaching and learning. The school compares its standards with those of other schools and then sets challenging targets for improvement. The headteacher regularly asks parents and staff for feedback on the work of the school and uses the information positively.
The strategic use of resources	The school makes very good use of its resources. In making educational and financial decisions, very good account is taken of best value principles.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children enjoy school and are expected to work hard and do their best.</li> <li>• The teaching is good and so their children make good progress.</li> <li>• The school is well led and managed, and works closely with parents.</li> <li>• They feel that their questions are welcomed and their concerns dealt with positively.</li> <li>• Children are helped to become mature and responsible, and their behaviour is good.</li> </ul>	<ul style="list-style-type: none"> <li>• There were no significant concerns.</li> </ul>

The inspection agrees with parents' positive views of the school. A small number of parents think that there might be more activities outside lessons. The inspection found that, in comparison with other infant schools, the range of opportunities is good.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Standards in English and mathematics are well above average.**

1. In the 1999 national assessments, standards were above national averages in reading and mathematics, and well above average in writing. Standards are rising and work seen during the inspection was well above expectations in all three aspects. The school sets itself challenging targets in the national assessments and works hard to achieve them. There is detailed analysis of assessment information to establish how success may be built upon and weaknesses may be improved.
2. Pupils love stories and learn to read quickly. By Year 2, pupils have a good grasp of phonics, which helps them to work out unfamiliar words. They sometimes rely on this skill too much, rather than using other clues to help them, such as pictures and the context. Reading supports learning in other subjects and is encouraged as often as possible. In many lessons, for example, the whole class read instructions together. Higher-attaining pupils discuss books in detail and write reviews. Reading at home is strongly encouraged and plays a significant role in pupils making good progress.
3. In writing, pupils learn to join letters from the start and this leads to a very good standard of handwriting by the end of the school. Even those who find letter formation especially difficult are making good progress. Pupils write at length, often including complex sentences, and the content is interesting and imaginative. An average-attaining Year 2 pupil wrote, 'Inside the mill you can see the tiny grains of wheat ground into flour.' Pupils of all abilities are challenged to extend their use of language. Those with special educational needs are set precise targets such as to learn how to spell particular words that will help them understand spelling patterns. Higher attainers are taught to use speech marks correctly. Teachers expect pupils to use their writing skills in other subjects so that they are reinforced effectively.
4. Mathematical skills and understanding are applied successfully by pupils during numeracy lessons and across the curriculum. They use number skills confidently, largely because they have a firm grasp of number facts. Lessons usually start with mental and oral mathematics, such as the class mentally solving addition and subtraction problems or counting in twos, fives or larger numbers. Pupils are asked how they have solved problems and so a range of strategies is shared. Some higher-attaining pupils found different combinations of 5, 10, 15, 20 and 25p to make a total of 40p, using their knowledge of counting in fives and quick recall of number bonds. Pupils also work confidently with shape and space. They identify plane and solid shapes, and measure length and weight.

#### **Teachers make lessons interesting and challenging so that pupils of all abilities make good progress.**

5. The overall quality of teaching is good, and is particularly good in literacy and numeracy lessons. In two thirds of the lessons observed, the quality of teaching was at least good and it was very good in one quarter. The majority of lessons seen were for literacy and numeracy.
6. Throughout the school, teachers have a clear idea of what should be learned in each lesson and share their objectives with the pupils. This is very successful in motivating pupils who complete tasks purposefully because they understand why they are doing them. In many lessons, the whole class read the learning objectives together and then teachers refer to them throughout the lesson. This effectively maintains the focus. Work is well matched to pupils' previous attainment. In a Year 2 mathematics lesson, lower attainers played a game that helped them to recognise and use coins, middle-attainers solved simple money problems involving addition and subtraction, and higher attainers calculated the cost of lunches over a week. Pupils of differing abilities rightly felt a sense of achievement when they explained their work to the class.
7. Teachers set high expectations for pupils' behaviour and for the quality and quantity of work that should be achieved. They are very encouraging and use praise effectively to encourage pupils, sometimes rewarding them for particularly good personal achievements by putting their name on a chart. Support staff and parent helpers are also very positive and so pupils experience a consistent approach that helps them to develop very good attitudes to learning.

8. Pupils in different classes within the same year groups are taught the same things because teachers plan together. They often create very good links across subjects, which makes work relevant and interesting. For example, pupils used computers to draw weather charts and then wrote forecasts, practising and extending a combination of information technology, geography and English skills. Classrooms are well organised and teachers make good use of resources to support learning.

9. The structure of most literacy and numeracy lessons encourages a good pace. Teachers set time targets for class, group and individual activities. Pupils respond positively, paying attention during class discussions, working at speed and concentrating well. The sharing of ideas at the end of lessons is often very valuable, not only reinforcing what has been learned but also preparing pupils for the next lesson.

**Pupils' attitudes, values, behaviour and personal development are very good.**

10. There is a very positive ethos in the school. The enthusiasm of staff, stimulating environment and challenging work motivate pupils very effectively. Pupils enjoy school, are thoughtful of others and are mature for their ages.

11. Pupils of all ages are keen to learn and settle quickly at the start of lessons. They are usually attentive during discussions and when teachers are giving explanations. They try hard and do not give up even when they find the work difficult. Many pupils enthusiastically carry out research at home and bring books or artefacts into school to share with their class. A large number take part in the recorder and computer clubs. Pupils' positive attitudes to learning contribute significantly to their achievement.

12. Behaviour is very good in lessons and around the school. Pupils concentrate on their work even when not under direct supervision. During playtimes, pupils share equipment sensibly and line up smartly to enter school when told to. When a few pupils ran instead of walked to their classroom a lunchtime supervisor called them back, explained why they had to do it correctly and asked them to do it properly. This positive approach and the reinforcement of the correct behaviour was very effective. Behaviour at lunchtimes has improved greatly since the last inspection because the playground is an exciting, stimulating place to be and they are well supervised.

13. Pupils form very good relationships with each other and with adults. They have high self-esteem and share in each other's successes. Pupils spoke to inspectors with equal pride about their own and others' achievements, about very able pupils and those with special educational needs. The feeling of mutual support is such that pupils are happy to risk answering questions about which they are not absolutely sure. They know that they will receive praise for trying but no condemnation for getting an answer wrong. The school has worked hard to create an environment in which all pupils and their cultural backgrounds are equally valued.

14. Pupils take responsibility for tasks in classrooms and around the school such as taking registers to the school office and collecting lunchbox trolleys. They treat learning resources well and put them away after use. They are helped in this by the clear routines established by teachers. They are independent and resourceful when necessary. For example, some Reception pupils using the sand tray sorted out problems with sharing the equipment without referring to the teacher.

**The headteacher, with the strong support of governors, staff and parents, creates an atmosphere in which the school continuously tries to improve and in which pupils thrive.**

15. The headteacher gives excellent leadership and management, and is strongly supported by the deputy headteacher and senior staff. The school has a shared commitment to high standards, continuous improvement and good relationships. There is considerable consistency in the work of the school and it runs smoothly on a day-to-day basis. There is a strong sense of teamwork in which everyone, whatever their role, works towards the same aims of excellence: teachers and assistants in classrooms, lunchtime staff, and those who work in the office or maintain the premises. It is this, above all else, that makes the school such a happy and stimulating place for the pupils.

16. The governing body fulfils its responsibilities very effectively. It sets a clear direction for the school. For example, three years ago, governors recognised that the school's partnership with parents needed improving and took this into account when choosing a new headteacher. Their policy has clearly been very

successful; parents are very positive about the school, know that their role in education is highly valued, and contribute significantly to pupils' achievements. The school's management and improvement plan includes appropriate targets for development. There are useful criteria for evaluating success that governors use to monitor progress towards the targets. Priorities from the plan are discussed carefully when drawing up the school's budget and the available finances are used imaginatively to meet the school's needs.

17. The school takes very good account of best value principles. The school compares its standards with those of other schools and then sets challenging targets for improvement. The headteacher regularly asks parents and staff for feedback on the work of the school and uses the information positively. There is wide consultation on major educational and spending decisions, such as when the views of parents were sought before changing the homework policy. Costs are compared with quality and effectiveness.

18. There is very effective monitoring of teaching and learning, especially for literacy and numeracy. Lessons are regularly observed. For example, the subject co-ordinator for mathematics, supported by an educational advisor, has observed each class during a numeracy lesson. This has enabled the school to get a clear picture of the effectiveness of its numeracy strategy. Strengths in teaching are identified and shared, while any weaknesses are discussed and improvements made. Staff regularly analyse samples of work from different subjects in order to assess standards and identify aspects that might need improvement. New staff are given strong support so that they quickly become valuable members of the team.

## **WHAT COULD BE IMPROVED**

### **Teachers do not fully exploit opportunities to develop speaking and listening skills through pupils discussing ideas in pairs and groups.**

19. Pupils' skills in speaking and listening are in line with national expectations, which is not as high as the standards in reading and writing. To some extent, this holds them back from making even better progress in all subjects.

20. In some lessons, teachers plan specific opportunities for pupils to listen and talk. In an English lesson, the class watched two pupils perform a puppet play and then asked good questions or commented on their favourite parts. The pupils were attentive and the teacher was able to improve their listening skills and correct speech. In another lesson, however, the teacher did not invite questions and comments when individual pupils shared news with the class. Pupils were less attentive and the teacher had little opportunity to extend their use of spoken language.

21. In many lessons, teachers lead valuable discussions, asking good questions and encouraging full answers. However, in several lessons seen, the teacher-led discussions went on too long and, because only one pupil could answer at a time, as a whole they were insufficiently involved. There are too few opportunities for pupils to discuss ideas in pairs or groups and then share their conclusions with the rest of the class. In lessons such as science and history, pupils do not always extend their understanding as much and as fast as they could.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

22. The school should now:

- focus on ways of making more opportunities to develop pupils' speaking and listening skills through paired and group discussion.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	9

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	27	40	27	6	0	0

*The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	26	205
Number of full-time pupils eligible for free school meals	N/A	30

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	6	51

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	12

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	19

### *Attendance*

<b>Authorised absence</b>	%
School data	5.6
National comparative data	5.4

<b>Unauthorised absence</b>	%
School data	0.1
National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	40	49	89

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	34	37	38
	Girls	44	47	46
	Total	78	84	84
Percentage of pupils at NC level 2 or above	School	88	94	94
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	35	35	38
	Girls	45	46	46
	Total	80	81	84
Percentage of pupils at NC level 2 or above	School	90	91	94
	National	82	86	87

### Teachers and classes

#### Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	8.4
Number of pupils per qualified teacher	24.4
Average class size	25.3

#### Education support staff: YR – Y2

Total number of education support staff	7
Total aggregate hours worked per week	92

#### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

### Financial information

Financial year	1998/99
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	£
Total income	466,155
Total expenditure	445,517
Expenditure per pupil	1,741
Balance brought forward from previous year	50,258
Balance carried forward to next year	70,896

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	5
Black – other	7
Indian	8
Pakistani	0
Bangladeshi	2
Chinese	1
White	146
Any other minority ethnic group	1

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Results of the survey of parents and carers***

#### **Questionnaire return rate**

Number of questionnaires sent out	257
Number of questionnaires returned	123

#### **Percentage of responses in each category**

My child likes school.

My child is making good progress in school.

Behaviour in the school is good.

My child gets the right amount of work to do at home.

The teaching is good.

I am kept well informed about how my child is getting on.

I would feel comfortable about approaching the school with questions or a problem.

The school expects my child to work hard and achieve his or her best.

The school works closely with parents.

The school is well led and managed.

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	30	2	0	0
My child is making good progress in school.	57	38	2	1	2
Behaviour in the school is good.	50	46	1	0	3
My child gets the right amount of work to do at home.	30	52	13	1	4
The teaching is good.	58	39	2	0	2
I am kept well informed about how my child is getting on.	43	46	9	2	0
I would feel comfortable about approaching the school with questions or a problem.	73	24	2	0	0
The school expects my child to work hard and achieve his or her best.	56	40	3	1	0
The school works closely with parents.	55	40	2	1	2
The school is well led and managed.	72	26	0	0	2
The school is helping my child become mature and responsible.	57	39	0	0	4
The school provides an interesting range of activities outside lessons.	27	34	16	2	21